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ABSTRACT

This document provides information on the following components of Central Piedmont Community College's comprehensive career development model: (1) project mission (universal opportunity for career development) and vision statement; (2) recommendations of the Committee for Planning Comprehensive Career Development; (3) competencies; (4) an outline of the planning process; and (5) the model. Recommendations relate to three components of the model: student services, instruction, and community linkage; assessment is the fourth component. Student services to be provided include a comprehensive career center, job placement center, and more interviewing on campus. Instructional recommendations include offering introductory courses for career development, infusing competencies in the curriculum, integrating with advisement, and emphasizing articulation programs. An advisory committee, evening programs, and outreach program for closing businesses are examples of community linkage activities. Adult competencies are arranged in three categories based on the National Career Development Guidelines: self-knowledge indicators, educational and occupational exploration indicators, and career planning indicators. Five appendices form the bulk of the document: preplanning; initiation and education; exploration and needs assessment; developing a model; and implementation. In the appendices, material and examples of the work done in each step of the planning process are provided; agendas, surveys, activities used in the focus groups and planning retreats are included. (NLA)

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COMMUNITY COLLEGE COMPREHENSIVE CAREER DEVELOPMENT MODEL

Our comprehensive programs and services adapted to meet the educational needs of a constantly changing, technically advanced, interdependent, and complex world

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Summer 1991

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INTRODUCTION

Few people today would question the need to incorporate career development in the total experience offered to students at an educational institution, especially a community college. A number of important documents in the last few years have alluded to it: ***Tomorrow's Expectations: Challenges for Today...Setting Priorities for Postsecondary Education in North Carolina*** (a publication of the Third Century Project, sponsored by the Z. Smith Reynolds Foundation, Inc., 1985), ***Building Communities: A Vision for a New Century*** (a report of the Commission of the Future of Community Colleges,1988), and even more recently, ***The Challenge to North Carolina's Community Colleges*** (a report of the Commission on the Future of the North Carolina Community College System,1989).

The message is clear, the statistics are obvious in support of the need for career development, and it is time to act. The Department of Community Colleges, along with the National Occupation Information Coordinating Committee (NOICC), provided Central Piedmont Community College with a grant to develop a comprehensive career development model that could be replicated or adapted by other colleges in the Community College System. Guidelines for doing this were available through NOICC, and other planning processes were discovered along the way.

In 1985 a Career Counseling Task Force that had been appointed by the Department of Community Colleges published a document called ***Career Development Handbook for The North Carolina State Board of Community Colleges***. The group was chaired by Roscoe Hager. The handbook contains all the elements essential for a good career development program: a comprehensive career center and career counseling, as well as an orientation program, career development course(s), academic advising, in-service training, and so forth. Central Piedmont's mission under the grant was not to duplicate the work of this task force, but rather to develop a workable model which could be implemented.

Central Piedmont's committee, Committee for Planning Comprehensive Career Development (CPCCD), developed and followed a process, as well as a model, that can be easily adapted by other schools who share our mission as members of the Community College System but who may have different resources or even the same

resources differently configured. Our approach was a "grass roots" effort, obtaining input from many people. This report is "hands on," providing tools we used in our process. We consider our efforts as the next logical step to follow the fine work done by the Career Counseling Task Force in 1985.

This report is meant to be simple and straightforward, in hopes that it will serve as a stimulus for action. Our model is incomplete because the process of implementation usually necessitates change (and compromise). The implementation will have its evolution within a reorganization of the entire Student Development area, the implementation of a new Advisement System, and a new Grading System, but we hope these simultaneous efforts will result in a more fully integrated Career Development program.

As CPCCD began its work, in January 1990, funding sources in general were (and still are) in question. We recognized that scarce resources put at risk any new program demanding large expenses, such as major expansion of a Career Center. We were also aware that some career development efforts existed on our campus, as they no doubt do at most institutions. It seemed logical to start by finding out exactly what was currently being done and what resources were already available. With that knowledge, we thought we could build on existing efforts, provide pieces that appeared to be missing, phase in long-range goals as funds became available, and combine everything into a comprehensive program. This approach, we hope, has resulted in a feasible model that provides for cost effective implementation on any campus.

After taking a period to become more knowledgeable about the project and developing a time line, CPCCD began its needs assessment. Programs and services in the Student Development area were surveyed to determine to what extent students are provided with career development and what competencies they may be acquiring from the programs. CPCCD also gathered information to determine which curriculum programs have orientation or introductory courses which may have a career development component. An inventory of materials in our career library was also conducted. Simultaneously we looked at data from the Office of Planning and Research as part of our needs assessment, examining institutional data that support the need for a career development program. In addition, for purposes of assessing

career development efforts, we discussed how our program could eventually be included in the CPCC Institutional Effectiveness Plan.

The final phase of our planning included focus groups followed by planning retreats with various groups on campus. People representing a wide variety of programs and services, faculty, and students were involved. Finally a set of recommendations was presented. During this past year, 1990-91, implementation of some parts of the model has begun.

The ultimate goal of the Career Development Program is to enable all of our students to attain the competencies needed to seek, maintain, and change employment in a mobile society and fluctuating economy. Our mission is to develop a model for a career development program that provides an opportunity available for all students to accomplish this goal. By involving a large number of people in the planning process, we may have begun to engender the broad support necessary to successfully implement a program so comprehensive in nature. Staff development will be essential to these endeavors.

The report itself is brief and contains the Mission Statement and the Vision Statement for the Career Development Project. These are followed by the Recommendations of the CPCCD and the Competencies the cornerstone of The National Career Development Guidelines developed by NOICC. (The competencies were used over and over in the planning process and the CPCCD recommended adopting them for our program.) Finally, an outline of the Planning Process that was followed and the model itself are included.

In the Appendices, material and examples of the work done in each step of the planning process are provided. Actual surveys, agendas, activities, and so forth. used in the focus groups and planning retreats are included. They may be helpful for those who wish to follow a similar process.

Barbara Andrews, Project Coordinator

For additional information about the Project, please feel free to call on the following people:

Barbara Andrews, Project Coordinator

Mel Gay, Dean of Student Development

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Mission Statement

Job changes continue to be necessary in our mobile society to keep up with fluctuations in the economy and continual changes in technology. To better meet the needs of business and industry in our community and to accommodate individuals needing skills not only to do jobs, but to find, change, and keep jobs as well, it our mission to provide all students an opportunity for career development.

Vision Statement

Our vision is that all students will have an opportunity for career development by providing a comprehensive career center that will offer services which will include counseling, interactive computerized career exploration techniques, and programs. Programs being offered will include a career development course, seminars on various elements of career development as well as special activities, such as career fairs, where students are able to interact with the business and industrial community.

We envision that each curriculum program will make available to their students an Introductory Course (Orientation) which would include a career development component. We also envision that special students will acquire additional career development opportunities commensurate with their needs through the special services that are available on campus.

We envision a network of career development opportunities that links counseling, academic advising, and available resources supported by technology to enhance its effectiveness. To complete the program, we envision strong Job Placement, Cooperative Education, and eventually (on our campus) Tech Prep programs to more fully integrate the training needs of our students with the employment needs of the community.

We envision that more students will be able to reach their personal goals and that we will see improved participation in and completion of our curriculum programs.

Recommendations of the CPCCD Committee

Establish a comprehensive Career Program at CPCC integrating efforts of three components: Student Services, Instruction, and involvement with the Community.

Adopt the Competencies as the career/educational target for our students to accomplish.

Seek approval of the Cabinet to implement the following recommendations. These recommendations relate to the three components of the model:

Student Services

- Establish a comprehensive Career Center (as recommended by the Student Development Task Force).
  - Offer seminars on various components of career development such as decision making, establishing career objectives, career planning, assessment of personal strengths and transferable skills, etc.
  - Provide help for students by assessing current skills in order to develop a career plan which may involve retraining.
  - Provide a wider variety of tools that can be used for career decisions, assessment of skills, and career planning.
  - Adopt an internal marketing plan to publicize regularly the services available for career development.
  - Teach career development courses in which students will have an opportunity to learn career development competencies and to develop a career plan.

- Establish a Job Placement Center.
  - Offer seminars on job and job-seeking skills such as job search resume writing, on-the-job skills, interviewing, etc.
  - Develop a plan to routinely provide labor market information for students, counselors, and faculty.
  - Make available in the Career Center the labor market information by dedicating a computer on which to set up OIS (from SOICC).
- Establish more interviewing on campus.
  - Provide career information fairs, twice a year, where businesses are invited to share information about jobs in their companies.
  - Establish an automated job matching system.
  - For individual programs in Special Services where appropriate determine which competencies should be emphasized and develop standards for the indicators on which to evaluate progress of students in attaining the competencies.
  - Establish a student services fair at the beginning of each quarter, especially in the Fall. (A suggestion from the Student Focus Group)

Instruction

- Work toward a goal of offering an orientation or introductory course for student in all programs in which there is a career development segment involving program counselors. (Try to orient these in such a way that they are not restrictive to only certain academic levels.)
- Get an endorsement from the General Education Committee and the Deans Council to emphasize career development and to infuse the appropriate competencies throughout the curriculum. Once accomplished, provide staff

development for faculty to learn more about labor market information and ideas and tools for integrating career development with the curriculum.

- Work to integrate career development with Faculty Advisement.
- Work jointly with the Career Center and Job Placement Center by supporting and participating in activities (such as Career Days) and referring students to these resources.
- Become more involved in Club activities that could enhance career development (such as inviting speakers from professions and field trips).
- Identify courses on campus that focus on building self-esteem and positive relationships, such as some of the Communication courses and Interpersonal Relationships I and open them for more students. (student recommendation.)
- Programs could provide packets of information, including information relating careers in the program, to be distributed in the Welcome Center.
- Continue to pursue the concept of step-plans for completing programs so that career options are clearly mapped out along the way.
- Put more emphasis in developing articulation programs such as the "Tech Prep" program.
- Develop an exit tool for students in which we can evaluate the competencies of students who have completed our programs.

Community

- Form an advisory committee of business and education leaders who could help shape future career development efforts.
- Make the Career Center a viable asset that provides service to the community especially in the evening.
- Develop a plan to provide an outreach program for businesses that are closing.

ADULT COMPETENCIES AND INDICATORS

Self-Knowledge Indicators

COMPETENCY I: Skills to maintain a positive concept.

- Demonstrate a positive self-concept.
- Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.
- Identify achievements related to work, learning, and leisure and their influence on self perception.
- Demonstrate a realistic understanding of self.

COMPETENCY II: Skills to maintain effective behaviors.

- Demonstrate appropriate interpersonal skills expressing feelings, and ideas.
- Identify symptoms of stress.
- Demonstrate skills to overcome self-defeating behaviors.
- Demonstrate skills in identifying support and networking arrangements (including role models).
- Demonstrate skills to manage financial resources.

COMPETENCY III: Understanding developmental changes and transitions.

- Describe how personal motivations and aspirations may change over time.
- Describe physical changes that occur with age and adapt work performance to accommodate these.
- Identify external events (e.g., job loss, job transfer) that requires life changes.

Educational And Occupational Exploration Indicators

COMPETENCY IV: Skills to enter and participate in education and training.

- Describe short and long-range plans to achieve career goals through appropriate educational paths.
- Identify information that describe educational opportunities (e.g., job training programs, employer sponsored training, graduate and professional study).
- Describe community resources to support education and training (e.g., child care, public transportation, public health services, mental services, welfare benefits).
- Identify strategies to overcome personal barriers to education and training.

COMPETENCY V: Skills to participate in work and lifelong learning.

- Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests).
- Describe one's educational achievements and life experiences to occupational opportunities.
- Describe organizational resources to support education and training (e.g., remedial classes, counseling, tuition support).

COMPETENCY VI: Skills to locate, evaluate and interpret information.

- Identify and use current career information resources (e.g., computerized career information systems, print and media materials, mentors).
- Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.
- Describe the uses and limitations of occupational outlook information.
- Identify the diverse job opportunities available with a given set of occupational skills.
- Identify factors that contribute to misinformation about occupations.
- Describe information about specific employers, and hiring practices.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs.

- Identify specific employment situations that match desired career objectives.
- Demonstrate skills to identify job openings.
- Demonstrate skills to establish a job search network through colleagues, friends and family.
- Demonstrate skills in preparing a resume and completing job applications.

- Demonstrate skills and attitudes essential to prepare for and participate in a successful job interview.
- Demonstrate effective work attitudes and behaviors.
- Describe changes (e.g., personal growth, technological developments, changes in demand for products or services) that influence the knowledge, skills, and attitudes required for job success.
- Demonstrate strategies to support occupational change (e.g., on-the-job training, career ladders, mentors, performance ratings, networking continuing education).
- Describe career planning and placement services available through organizations (e.g., educational institutions, business/industry, labor, and community agencies).
- Identify skills that are transferable from one job to another.

COMPETENCY VIII: Understanding how the needs and functions of society influence the nature and structure of work.

- Demonstrate the importance of work as it affects values and life style.
- Describe how society's needs and functions affect occupational supply and demand.
- Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities.

- Demonstrate an understanding of the global economy and how it affects each individual.

Career Planning Indicators

COMPETENCY IX: Skills to make decisions.

- Describe personal criteria for making decisions about education, training, and career goals.
- Demonstrate skills to access occupational opportunities in terms of advancement, management styles, work environment, benefits and other conditions of employment.
- Describe the effects of education, work, family decisions on occupational choices. Identify personal and environmental conditions that affect decision making.
- Demonstrate effective career decision making skills.
- Demonstrate potential consequences of decisions.

COMPETENCY X: Understanding the impact of work on individual and family life.

- Describe how family and leisure functions affect occupational roles and decisions.
- Determine effects of individual and family development stages on one's career.
- Describe how work, family leisure activities interrelate to define the current life situation.
- Identify strategies--such as assertive skills--for negotiating work, family and leisure demands with family members (e.g., assertiveness and time management skills).

COMPETENCY XI: Understanding of the continuing changes in male/female roles.

- Describe recent changes in gender norms and attitudes.
- Describe trends in the gender composition of the labor force and assess implications for one's own career plans.
- Identify disadvantages of stereotyping occupations.
- Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.

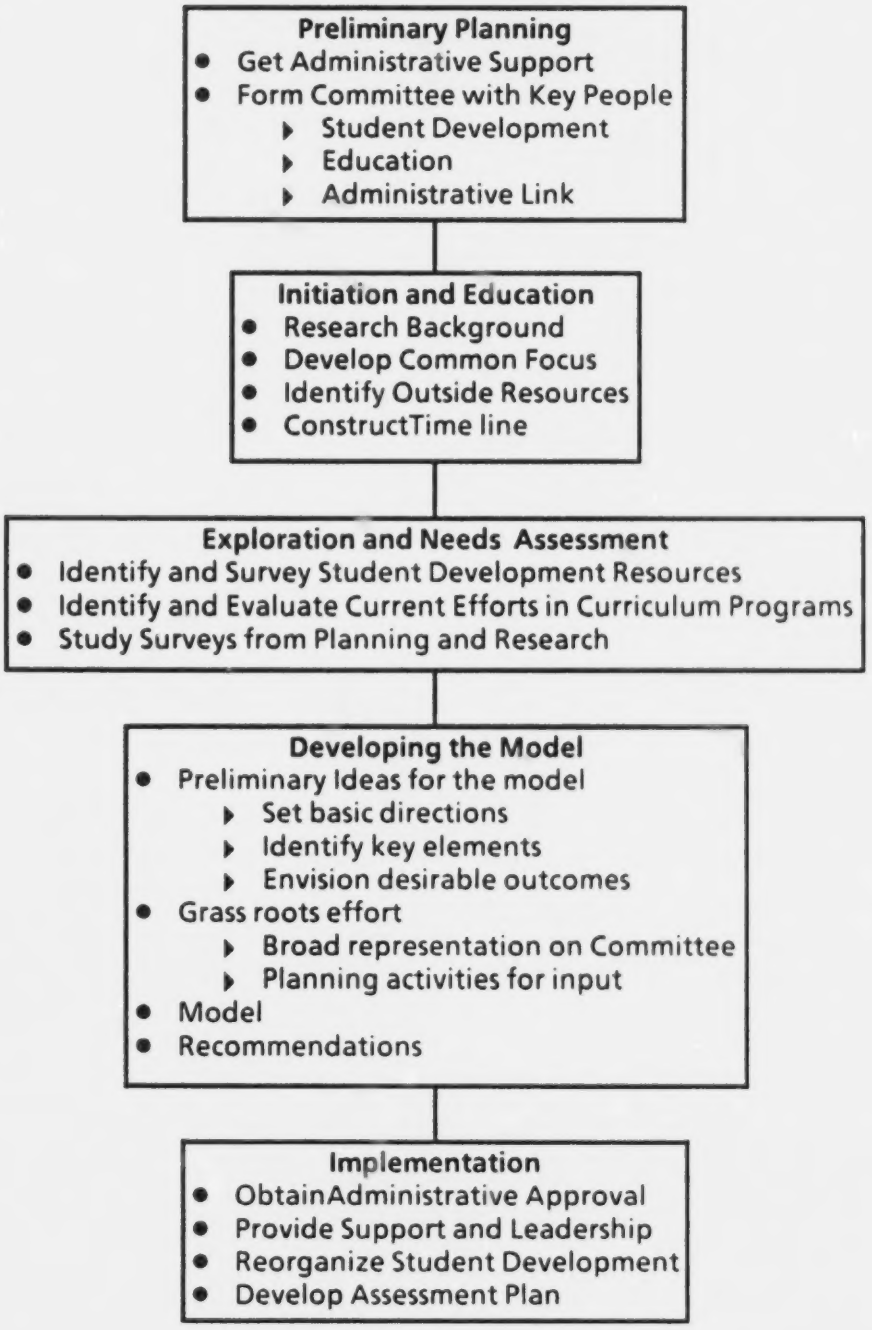
COMPETENCY XII: Skills to make career transitions.

- Identify transition activities (e.g., reassessment of current position, occupational changes) as a normal aspect of career development.
- Describe strategies to use during transitions, approaches such as networks and stress management.
- Describe skills needed for self-employment, abilities to develop a business plan, determine marketing strategies and develop sources of capital.
- Describe the skills and knowledge needed or pre-retirement planning.
- Complete a career plan that describes short and long-range career goals including retirement.

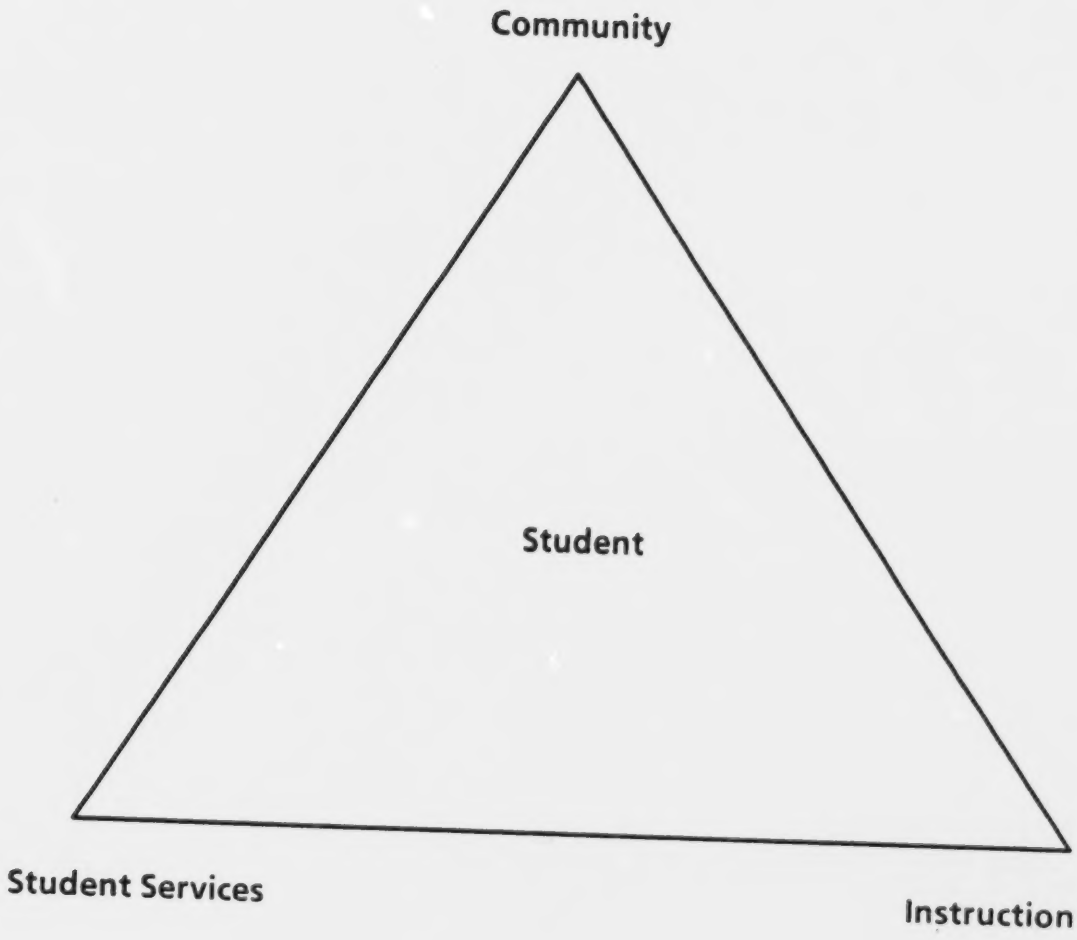
[Developed by the National Occupational Information Coordinating Committee (NOICC), 2100 M Street N. W., Suite 156, Washington, D. C. 20037]

Planning Process and Model

PLANNING PROCESS



Career Development Model



Elements of the Model

Student Services

- Career and Program Counseling
- Career planning component in all services and programs with emphasis on the appropriate competencies.
- Career Development Course
- Career Center
  - Individual Assessment and Career Planning
  - Career Development Seminars
  - Multiple Career Decision and Assessment Tools
  - Complete Library of Information
- Job Placement Center
  - Interviews on Campus
  - Current Labor Market Information
  - Occupation Information System Installed
  - Career information Fairs

Education

- Incorporate Career Development into the Curriculum Administrative Support
  - Deans Council and Cabinet
  - General Education Committee
- Orientation Courses for each Program with Career Development Component
- Infusion into the classroom
- Staff Development for faculty and staff
  - Laundry List of Ideas for the Classroom
  - Provide Career Development/Job Information to Instructors

- Networking with Career and Job Placement Centers
- Advisement System
  - Academic Advisement provided by Faculty in each Program
  - Networking between Faculty and Counseling for appropriate referral to resources and services
  - More emphasis on Student Success and Placement of Students in classes based on preparedness and appropriateness
- Locate Cooperative Education near Career Center and Job Placement

Community

- Advisory Board
  - Identify Community Needs
  - Address needs in the Career Development Program
- Partnerships with the Community
  - Tech Prep Programs in Junior High and High Schools
  - Career Center services open to community
  - Partnerships and Coops with businesses
- Job Placement
- Market our Career Development Program

Assessment

- Incorporated into the Institutional Effectiveness Plan
- Assess student competencies

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Appendix A

Preplanning

- **Preplanning**
- **Committee with key people**
  - Student Development
  - Education
  - Link with Administration

Preplanning

It probably goes without saying that there must be administrative support for the project from the beginning. The eventual implementation of any new program requires some long-range planning to anticipate and prepare for additional funding that may result from recommendations. It is also helpful to maintain communication with the Administration during the planning process so that there are no surprises at the end. There should be representation from the Administration on the committee to provide that communication link.

Forming the Committee

In choosing the committee, it is best to include various people who have a vested interest in the project and to get a good cross section of representation in the group. Our Committee (CPCCD) included people from student development and the education area. The actual group and their departments are provided.

Committee for Planning Comprehensive Career Development

Barbara Andrews	Chair
Bill Connelley	Dropout Intervention
Jack Cozean	Assistant Dean of Business, Health, and Technology
Winston Edmonds	Support Services
Mel Gay	Dean of Student Development
Sara Graham	Sex Equity
Mitchell Hagler	Assistant Dean or Arts and Sciences
Cathy Jones	Program Counseling
Sylvia Littlejohn	Part-time Employment for Students
Ed Martin	Program Counseling
Kristin Oneyme	Cooperative Education
Debbie Templeman	Program Counseling
Jenny Tolson	Special Services for Disabled Students
Betty Williams	Career Counseling

Appendix B

Initiation and Education

- **Background for project**
  - Study NOICC career development competencies
  - Attend workshops
    - Career counseling workshops
    - ICDM workshops sponsored by SOICC
    - NOICC workshops
    - CID workshops
  - Become familiar with career development issues
    - Material/information and other available resources
    - Including established planning processes
    - Develop a common focus and planning process
- **Follow or adapt an existing planning process if one is suitable**
- **Create a time line**

Background

In getting underway with a new project, it takes time for a group to develop a common focus. It is well worth the time spent to go through a period of study. The chair and other members of the CPCCD brought in pertinent information and material to share and discuss. Some members of the committee attended various types of career development workshops to become familiar with other kinds of resources that were available, including the National Occupation Information Coordinating Committee (NOICC) which cosponsored the project along with the Department of Community Colleges.

The main purpose of NOICC is to disseminate job information. In recent years, NOICC has taken an active role in the process of career development, especially in educational institutions. Competencies and training guidelines to implement the competencies in institutions and business organizations have been developed and

support for career development projects such as the one at Central Piedmont has been provided for many institutions around the country.

Workshops

Each state has its own local organization, the State Occupation Information Coordinating Committee (SOICC), which serves the state in many ways. One important service that it provides is a series of workshops, Improved Career Decision Making (ICDM) Workshops, where participants walk through a variety of available resources, including software with job information important to educational institutions for planning curriculum programs and for offering accurate career information for students. Several members of our committee attended one of these workshops and some of us attended NOICC training sessions to become familiar with their training guidelines.

Competencies

The CPCCD spent time studying the Competencies developed by NOICC (see page 10), which are a very comprehensive list of skills for career development. Although it would be ideal if each student could achieve all of the competencies, we concluded that this would be an unrealistic goal for our model. NOICC suggested an infusion of the competencies and to us that meant that the model would provide ways to superimpose the competencies primarily through existing programs.

It also seemed clear that some programs addressed certain specific competencies better than others. The competencies being addressed by individual programs depended on the specific needs and sometimes the level of the students being served or the nature of the program itself. The competencies have a developmental approach with different indicators for adult, high school, and even elementary level students.

Other Resources

The CPCCD explored some of the other planning processes that have been used to implement career development programs and found no comprehensive model at the community college level. However Florida has an impressive career development program implemented in their public school system from kindergarten through secondary education.

Preliminary Ideas and Planning Process

Early in our work it was apparent that our model would follow the usual scenario to accommodate the diversity of our students and programs. It should be flexible and student centered with three well integrated components: students services, instruction, and the community. The planning process was established to gather input for the model which would reflect needs in those areas. A time line was then formed.

COMPREHENSIVE CAREER DEVELOPMENT MODEL

Planning Time Line

1990	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT
Background	●	●								
Needs Assessment		●	●	●						
Developing Model					●	●	●	●		
Recommendations									●	●

Examples of Resources for Background Information

High School Graduates in Entry Level Jobs What Do Employers Want?

Educators should not, of course, limit a high school graduate's capabilities to those skills employers want from entry-level employees. It is, however, instructive to review the new and fairly consistent information about which skills both blue- and white-collar entry-level workers need in such widely varied sectors as manufacturing, retailing, banking, and services. Note, too, that, when citing desired skills, employers do not make clear whether the skills are also necessary for their more advanced positions, though many students whose first job is an entry-level position will later move into more complicated work and/or continue in their schooling.

Although employers may have to screen a number of applicants before accepting one, only a relatively small percentage say they suffer from a shortage of qualified candidates at the entry level (Crain, 1984). Moreover, while employers look for high school diplomas, they appear to be less interested in grades or competency than in previous work experience. For most entry-level work, employers want an employee competent in the basic skills; they generally do not seek the more advanced reading, thinking, and scientific skills called for in many of the reform commission reports (Gustafson & Groves, 1977; McPartland, et al., 1983). In fact, work-related social skills and habits are as important to employers as the basic skills: workers should present themselves well; be enthusiastic, responsible, cooperative, disciplined, flexible, and willing to learn; and show a general understanding of the workplace and world of business (CED, 1985; Crain, 1984; McPartland, et al., 1983; Owens & Monthey, 1983). However, hiring workers with these latter abilities is more difficult than finding ones with the required core of academic skills (McPartland, et al., 1983).

Employee Application and Interview

Because in most communities around the nation the number of applicants for entry-level positions far exceeds the openings, employers of large numbers of entry-level workers tend to screen applicants through written applications. They enable employers to evaluate such skills as correctly following written directions, using correct spelling and grammar. Moreover, if the applicant indicates a work history, stability and reliability can be determined from former employers (Gordon, 1985).

Interviews are used subsequently to evaluate a candidate's ability to communicate (including the use of full and appropriate language), appearance, confidence, knowledge of the company, and desire to learn (Chatham, 1982).

Work-Related Social Skills and Habits

Employers focus on personal traits and social skills—qualities that the Committee for Economic Development has termed part of "the invisible curriculum" of the school (CED, 1985, p. 20). Thus, when schools tolerate absenteeism, truancy, tardiness, sloppy work, and misbehavior, they are not helping students establish necessary work habits.

Although employers seldom consider grades or test scores, which high schools prospective entry-level employees attend can be important because of the social attitudes and skills presumed to have been taught. And, though employers rarely take into consideration whether a white prospective employee has attended an "inner-city high school" or a "suburban high school with a good reputation," they do see black, particularly male, prospective employees from suburban (usually predominantly white) high schools as potentially more acceptable employees. Although these suburban high schools are not necessarily expected to have given black male students a superior education, they are assumed to be less likely to have inner-city gangs and more likely to have socialized the students to be "more comfortable around whites" (Crain, 1984).

A survey of managers, supervisors, and employers of entry-level personnel found the following work-related social skills and habits *most important* in entry-level employees (Hulsart & Bauman, 1983):

Communication Skills: giving clear oral instructions and explanations of activities and ideas; reporting accurately on what others have said; staying on the topic in job-related conversations; using appropriate vocabulary and grammar; and following the intent of oral directions and instructions. This is the area in which entry-level employees do best, although some do have difficulty following the intent of oral instructions and using appropriate vocabulary and grammar.

Interpersonal Skills: functioning cooperatively with individual co-workers and as a team member; adhering to company policies and regulations, and to honesty, health, and safety standards; cooperating with the business' customers; being open to new ideas and methods; seeking clarification of instructions when necessary; exercising patience and tolerance; accepting constructive criticism and supervision; exhibiting leadership; and understanding supervisory authority and worker responsibility. Workers have most difficulty asking for clarification of instructions and accepting constructive criticism from supervisors. Often employees also exhibit the contradictory problem of not taking sufficient initiative at the same time as inappropriately assuming responsibility.

THE OCCUPATIONAL OUTLOOK HANDBOOK GENERALLY USED IN OCCUPATIONS

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National Career Development Guidelines
Local Handbook for Postsecondary Institutions

NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE
2100 M Street N.W., Suite 156
Washington, D.C. 20037
1989

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NOICC Fact Sheet 010
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Valerie Lloyd, (202) 653-7680

EMPLOYEE CAREER DEVELOPMENT PROJECT

NOICC's EMPLOYEE CAREER DEVELOPMENT PROJECT is a counselor training project that focuses on assisting adult workers in career transition. The program is designed to train counselors and human resource advisors at educational institutions, adult employment and training services organizations and in employer human resource development divisions to help adults in the workplace make informed decisions about education and training. The training program also is designed to enhance counselors' competencies in meeting the needs of adults as defined by NOICC's National Career Development Guidelines and will contribute to the development of an employer-based career development model.

A CADRE OF TRAINERS which will conduct counselor training workshops using the training package has been established. A number of State Occupational Information Coordinating Committees (SOICCs) are conducting an assessment of the need for training in employee career development by human service agencies, organized labor, major employers and vocational/ training institutions in their states.

IN PROGRAM YEAR 1991, SOICCS will collaborate with NOICC and PAVE, The Employment and Training Foundation, which is working with NOICC on the project, to participate in training-for-trainers workshops so that they in turn will be able to conduct employee career development workshops for counselors and human resource advisers in their states, possibly in conjunction with Improve Career Decision Making (ICDM) training workshops. ICDM is a NOICC training program in labor market information concepts for counselors and counselor educators. NOICC's National Career Development Guidelines is a major initiative designed to strengthen and improve comprehensive, competency-based career development programs at schools, colleges, human service agencies, community organizations and businesses.

THE EMPLOYEE CAREER DEVELOPMENT PROJECT IS DESIGNED TO STRENGTHEN career development and education assistance programs in business and industry through training workshops for counselors and human resource advisers at educational institutions and other settings that focus on helping them understand the changing requirements of the workplace and the needs of individuals in the labor market. The goal is to promote partnerships between employers and education and training institutions so that employers can provide a full range of educational and career development opportunities for their employees.

THE PROJECT WAS INITIATED IN RESPONSE TO LABOR MARKET CHANGES and the increasing need by business and industry for career development and education assistance programs that will increase productivity and raise the educational and skills levels of adult workers.

THE CONCEPT WAS DEVELOPED by the National Center for Research in Vocational Education, previously at Ohio State University, with funds from the U.S. Department of Education. A NOICC grant to PAVE, The Employment and Training Foundation, helped fund a field test and validation of the resultant training curriculum in three states and PAVE continues to work with NOICC on the project.

CURRICULUM MATERIALS CONSIST OF TWO MANUALS, the first providing an introduction to the career development process and workshops and the second focusing on how to develop and implement the workshops.

A STEERING TASK FORCE REPRESENTING THE COUNSELING COMMUNITY, organized labor, postsecondary administrators, corporate human resource management, industry personnel and training managers and the NOICC/SOICC Network is overseeing the project.

PAVE IS A NATIONAL EDUCATION AND TRAINING FOUNDATION with a mission to establish business-industry-education partnerships in a joint effort to improve the capability and effectiveness of the workforce. Additional resources from corporate sources and other organizations are being sought by PAVE to support the project.

NOICC IS A FEDERAL INTERAGENCY COMMITTEE ESTABLISHED BY CONGRESS to promote and coordinate the development and use of occupational, career and labor market information. Its members represent nine agencies within the U.S. Departments of Education, Labor, Commerce, Defense and Agriculture.

FOR MORE INFORMATION CONTACT: Valerie Lloyd, NOICC, 2100 M Street N.W., Suite 156, Washington, DC 20037. Telephone: (202) 653-7680.

National Occupational Information Coordinating Committee
Suite 156, 2100 M Street, N.W. Washington, D.C. 20037
Telephone (202) 653-5665

Overview of Training Curriculum:

DEVELOPING A QUALITY WORKFORCE
through Employee Growth and Development

MANUAL ONE: Training for Counselors and Human Resource Advisors

I. BACKGROUND

- A. Training Counselors/Human Resource Advisors
- B. Partnership Building
- C. Background
- D. Program Concept

II. MODULE ONE

- A. Introduction
- B. Self Assessment
- C. Activities and Resources
- D. Challenges Facing Adults
  1. Introduction
  2. Aging America
  3. Global economy
  4. Cultural diversity
  5. Technological change
  6. Basic skills
  7. Lifelong learning
  8. Self esteem
  9. Adult career development
  10. Activity: Challenges Facing Adults
  11. Activity: Changes in the World
  12. Activity: Tomorrow's Career Skills
- E. Overview of the Career Development Process
  1. Introduction
  2. Adult career development
  3. Overview of the career development process
  4. Meaning of career development
  5. Individual and organizational development
  6. Individual and organizational life stages
  7. References
  8. Overhead masters

F. Workshop Design and Format
   1. Employee growth and development training package
   2. Design criteria
   3. Workshops seem to be the most effective method
   4. Sample agendas
G. Evaluation and Follow-Up
   1. Methods
   2. Client, employer and education agency evaluation
   3. Developing a record keeping system
   4. Establishing and maintaining a filing system
   5. Setting up a computerized filing system
   6. Evaluation from employers
   7. Follow-up
   8. Basic reasons for client follow-up
   9. Practical concerns
   10. Trouble shooting
   11. Activity: How to Measure Success
   12. Activity: What Did They Accomplish with Their Training?
   13. Activity: How Employers Benefit
   14. Resources
H. Marketing
   1. Before implementing a program in business and industry
   2. Customize
   3. Essential steps
   4. Planning
   5. Business tips
   6. 10 Marketing Scenarios
   7. Overhead Masters

MANUAL TWO: Career Development Workshop

III. MODULE TWO

A. Background
B. Introduction
C. Orientation
   1. Orientation phase
   2. Describe the career development services
   3. Activity: Expectations
   4. Activity for Trainers: Planning an Orientation Session
D. Initial Employee Counselor Consultation
   1. Individual consultation sessions
   2. Establish rapport and complete the employee's entry into the program
   3. Activity: Initial Consultation for Group
   4. Overhead Masters
   5. Resource: Review of Interviewing and Counseling Techniques
E. Collecting Employee Information
   1. Confidentiality of records is important
   2. Resources about computers in counseling
   3. Activity: Consultation Form
   4. Activity: Initial Employee Counselor Consultation Form
   5. Overhead Masters

IV. MODULE THREE: Who Am I? (Assessment) What Are My Options? (Exploration)

A. Assessment Phase
   1. Assessment leads to self awareness
   2. Advantages of choosing commercial tests
   3. Factors affecting quality of tests
   4. Selecting formal assessments
   5. Informal types of assessments
   6. Activity: Personal Positioning
   7. Activity for Trainers: Criteria for Selecting Assessment Instruments
   8. Activity for Trainers: Administering Career Assessments
   9. Activity for Trainers: Selecting and Administering Assessments
   10. Activity for Trainers: Computerized Assessment and Guidance Systems
   11. Activity: "Star of the Roxy"
   12. Overhead Masters
   13. Resource: Alphabetical Listing of Career Assessment Instruments by Category and Level of Use

B. Analyzing and Communicating Results
   1. Interpret test scores
   2. Counseling linguistic minorities
   3. Using tests with the handicapped
   4. Feedback on test results
   5. Activity for Trainers: Recording Assessment Information
   6. Activity for Trainers: Conveying Information to the Employee
   7. Activity: Career Profile

C. Exploration Phase
   1. What to look for
   2. Computer systems can help explore careers
   3. Activity: The Information Interview
   4. Activity: Career Exploration
   5. Overhead Masters

V. MODULE FOUR: What is Best Fit for Me? (Focus) How Will I Get There? (Career Strategy)

A. Decision Making
   1. Employee becomes in control after learning decision making
   2. Exercises and activities
   3. Activity: Decision Making--Step Analysis
   4. Activity: Decision Making Exercise
   5. Activity: Decision Making Worksheet
   6. Activity: Decision Making Exercise #2
   7. Activity: Career Decision Making Exercise
   8. Activity: Force Field Analysis
   9. Activity: Take Action
   10. Activity: Getting There: Paths and Obstacles
   11. Activity: Identifying Alternatives
   12. Activity: Decisions: Difficulty and Risk Taking
   13. Activity: Motivation for Risk Taking
   14. Activity: What Motivates People to Take Risks?
   15. Activity: Life Line Exercise
   16. Activity: Fantasy Job
   17. Activity: Ideal Job
   18. Activity: A Tentative Career Choice

B. Goal Setting
   1. The focus stage
   2. Characteristics of a career development plan
   3. The 4 W's and a how
   4. Activity: Setting Your Goal
   5. Activity: Steps to Personal Planning
   6. Activity: Goal Setting
   7. Activity: Setting Goals for Your Career
   8. Activity: The Way to Get There
   9. Activity: Individual Career Plan Form

C. Referrals
   1. Strategies for special populations
   2. How to make referrals
   3. Activity for Trainers: Developing Referral Sources
   4. Resource: Developing a Referral Resource Inventory
   5. Resource: Referral Sources

D. Employee Enrichment Activities
   1. Activity: Employee Enrichment Resources

VI. BIBLIOGRAPHY

This curriculum was developed under a grant to:

PAVE
The Employment and Training Foundation
208 N. Washington Street
Alexandria, VA 22314
(703) 683-0547

BENEFITS OBSERVED IN THE PILOT SITES

Coverage of Competencies

Use of the National Career Development Guidelines promoted the coverage for a greater number of career development competencies.

There was a prositive change for all competencies after using the guidelines for program improvement. Pre-ratings indicated that most of the competencies were delivered to "some" or "few or no" students. After use of the guidelines, most competencies were delivered to "all or most" students.

Program Changes

Student Outcomes - After using the guidelines, programs were more apt to have stated career development competencies and indicators with standards that describe the expected level of achievement of the indicators. Some progress was made in developing measures for these outcomes.

Program Plan - After using the guidelines, programs were more apt to have comprehensive career guidance and counseling program plans.

Program Leadership - After using the guidelines, a project coordinator was more likely to be designated, to have clearer areas of responsibilities and to be more highly recognized by others. A persistent problem is providing sufficient time to the coordinator for career guidance and counseling program management.

Staffing - Use of the guidlines seemed to help clarify staff roles and to strengthen staff expertise in career development but had only limited success on ensuring adequate numbers of staff or time for staff to deliver career guidance and counseling.

Budget - Funding for programs is a persistent need that primarily affects the level of staffing. A major problem is the inability to replace staff who have retired or been reassigned because of limited institutional resources.

Management - Most areas of management were strengthened by using the guidelines including increased coordination with other programs, more effective public relations, more responsive staff development, and improved articulation with other educational levels. Use of periodic evaluation moved from the "no, limited" categorey to the "somewhat, needs improvement" category, still refelecting a need for improvement and expansion.

Additional Benefits

Administrators saw these benefits:

* Gives staff a sense of ownership of program.
* Supports district-wide curriculum requirements in other areas.
* Reinforces other district emphases such as the use of educational technology, cooperative learning, and business-education partnerships.
* Responds to our vision of the future needs.
* Helps students understand and enroll in new programs.
* Encourages students to clarify goals thus promoting retention.

Counselors talked about these benefits:

* Improves articualtion between the high school and the community college.
* Helps all counselors link current activities to intended student outcomes.
* Fulfills state requirements such as planned courses and need to demonstrate program effectiveness.
* Increases the amount of counselor and faculty teaming.
* Results in a comprehensive sequence of program activities.
* Broadens our perspective, helps clarify and define our program goals.

Teachers and faculty members described the following benefits:

* Supports new curriculum emphases.
* Promotes cross-age programs.
* Helps me relate subject matter to the future -- makes reasons for learning explicit.
* Competencies provide a filter that reminds me to draw relevance of curriculum for students' future roles.
* Gives structure and intended outcomes to what we are already doing.
* Parallels special education emphases such as daily living skills and transition planning.
* Helps students clarify and reassess career goals and college majors thus increasing retention.
* Improves our responsiveness to the career planning needs for adult learners in postsecondary institutions.

For more information about the National Career Development Guidelines contact your State Occupational Information Coordinating Committee director or State Guidance Supervisor.

TIPS FROM THE PILOT SITES

Provide leadership - There must be a coordinator to handle organizational contacts and to secure and manage resources.

Develop a cohesive steering committee - Make the steering committee a working committee; participate in training as a team to build cohesion.

Make a quick start - Select the steering committee as early as possible; study the National Career Development Guidelines materials carefully prior to initial training; select a general program approach early.

Give a sense of ownership - Involve many staff as early as possible; relate this effort to other priorities.

Make participation voluntary - Use voluntary training; try to have at least one staff member per grade level or program area; allow differential staffing.

Set clear and reasonable expectations - Develop a broad but reasonable vision; set goals early; implement gradually on a reasonable time schedule; promise within existing budget.

Make pay offs clear - Stress the benefits such as increased support for the program; remind staff that developing a program plan will make it easier to deliver the program in the future.

Provide practical training - Training needs to include program design, curriculum development, and evaluation design; have staff from other program sites provide training; arrange for staff to be mentors to each other.

Be sure staff have a common understanding of career development - Provide a common understanding through training and awareness activities; check administrator's understanding of career development.

Use existing ideas as much as possible - Examine current programs, curricula and textbooks for match to career development competencies; review commercial materials; search national databases for program ideas; provide basic reference lists and tools; build from a historic stream of what others have done in the past.

Give staff time to develop program - Use time during the summer; provide released time during t he school year; pay staff at the same rate that they would receive for tutoring; have teachers and counselors pilot activities before including in program plan.

Find effective way to document program - Use graduate students; give the coordinator released time; find staff who enjoy program development and give them leadership; small schools may want to form a consortium and share program activities and curriculum.

Keep momentum going - Have monthly sharing sessions with staff to discuss how it is going and to demonstrate activities.

Plan for dissemination and expansion - Continue awareness activities for counselors and teachers; involve power brokers; use friends to spread the word; talk with people who are resistent -- invite some to be on the advisory committee.

Provide follow-through - Reinforcement is crucial at building and district level; state-level staff have key roles.

For more information about the National Career Development Guidelines contact your State Occupational Information Coordinating Committee director or State Guidance Supervisor.

STATE OF
NORTH
CAROLINA

POST OFFICE BOX 27625
1311 ST. MARY'S STREET
RALEIGH, NORTH CAROLINA 27611
(919) 733-6700

State Occupational Information Coordinating Committee

CAREER INFORMATION SYSTEMS

NC Careers
- Microcomputer-based system providing current information on 400 North Carolina occupations and 151 training sites. Available with curriculum materials in Apple and IBM software.

Military Careers
- IBM software package in same format providing detailed information on 205 military careers.

CAREER EXPLORATION VIDEOS

Kaleidoscope of Careers
- Five 1/2-hour videos providing occupational briefs on 200 occupations in 17 clusters, corresponding to the Occupational Outlook Handbook. Videos show vignettes of people in their actual work environment and come with curriculum guide.

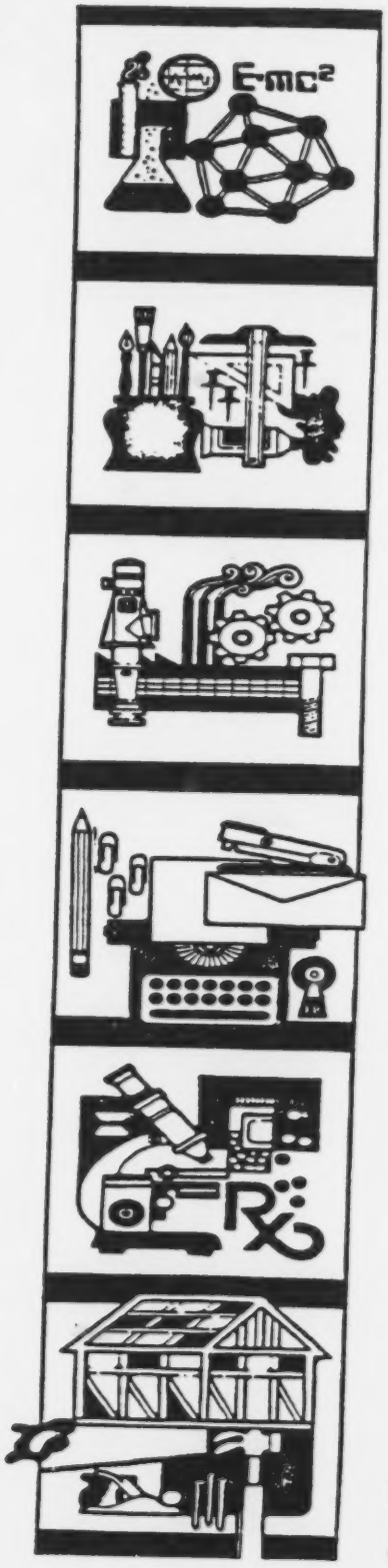
It's a New World
- One 1/2-hour video and curriculum guide illustrating the importance of Math and Science in preparation for new technological world of work. Developed for middle school ages.

Picking Your Path
- One 1/2-hour video and curriculum guide introducing occupations in 14 career clusters to early elementary age children. Initially developed by/for South Carolina.

PUBLICATIONS

Getting Started: North Carolina Jobs and Careers (1988-1991)
- A paperback of 230 occupational profiles, labor market trends and projections and job seeking information. Available as a resource for career counseling and job placement professionals.

Career Choices in North Carolina
- Annual career information tabloid distributed through the school system, community colleges and SOICC agencies.



Career Development Awareness Guide

for use with the satellite "Introduction to Career Development" training series

National Occupational Information Coordinating Committee

Sample State Resources

In addition to the availability of the Federal occupational and labor market information (LMI) resources, many states produce their own sources of state and sub-state information. Developers and distributors of state-specific information include the State Employment Security Agencies, the State Departments of Education; the State Departments of Commerce; the State Data Bureaus and the State Occupational Information Coordinating Committees (SOICCs).

Counselors can check with their SOICC or their state agencies for a complete list of available resources. Below is a partial list of those state publications which, along with the major federal resources, are discussed and/or distributed during Improved Career Decision Making (ICDM) Workshops sponsored by SOICCs annually.

Publications from: N.C. Employment Security Commission
Labor Market Information Division
Post Office Box 25903
Raleigh, NC 27611 (919) 733-2936

Civilian Labor Force Estimates for North Carolina, a labor study which presents monthly and annual average labor force data for the state, each county, multi-county labor areas, MSA's and planning regions.

Employment Projections for the State, Metropolitan Statistical Areas, and Planning Regions, presents occupational outlook information with supporting narrative and illustrative materials. The series includes a statewide publication, Projections to 1995: North Carolina; an MSA publication, Working Towards Tomorrow: North Carolina Metropolitan Statistical Areas; and three planning region publications, Working Towards Tomorrow: North Carolina Planning Regions A through F, Regions G through L, and Regions M through R.

North Carolina State and Area Trends, a tabular and graphic summary of local labor market conditions in the state.

North Carolina Today, a report of the most difficult to fill jobs due to a lack of trained applicants, as reported by local Job Service offices.

Occupations Which Require Licensing in North Carolina, a summary of business licensing practices in North Carolina.

Wage Rates in Selected Occupations, a statistical report of prevailing wage rates for selected production and non production occupations in major North Carolina industries.

The Labor Market Information Directory, a guide to all labor market information reports and publications prepared and released by the Labor Market Information Division of the Employment Security Commission of North Carolina.

Directory from:

N.C. Department of Economic and Community Development
Department D
P.O. Box 25249
Raleigh, NC 27611 (919) 733-4999

Cost: $52.50 per copy

The 1989-90 Directory of Manufacturing Firms in N.C., specific information on more than 6,600 industries in North Carolina arranged in six sections: alphabetically, by county; by four digit SIC sequence and product description; by two-digit SIC and purchase description; and by two digit SIC and products exported/imported.

Resources from:

N.C. SOICC
P.O. Box 27525
1311 St. Mary's Street
Raleigh, NC 27909 (919) 733-6700

Career Choices in North Carolina is an annual tabloid designed to provide occupational and career information in a useful, readable format. Distribution is primarily through the public schools, SOICC agencies and other public programs. A User's Guide for the tabloid is produced to support its classroom use.

Getting Started: North Carolina Jobs and Careers, a paperback resource for teachers, counselors and job placement professionals. It contains occupational profiles on 230 N.C. occupations, a section on labor market trends, one on job seeking skills, and a resource section. It is updated every two years.

N.C. Careers, a micro-computer based career exploration and information system, providing current information on 400 N.C. occupations and 151 N.C. educational training sites. The system helps individuals:

- explore careers by relating their interests, temperaments and aptitudes to compatible job and career possibilities
- find and compare information on specific occupations
- locate and learn about N.C. educational and training programs

Military Careers in a complimentary Apple software package providing national information on military occupations.

Micro Occupational Information System (OIS), North Carolina's microcomputerized data base and delivery system of occupational and labor market information for state and local planners and administrators. The micro OIS provides information on:

- current and projected worker demand by occupation
- supply of school and training program completers
- information on wages and occupational characteristics
- information on post-secondary educational institutions and training programs
- information on the distribution of occupations by industry
- a supplemental directory listing N.C. employers

Career Videos

Kaleidoscope of Careers, five 1/2 hour videos, shows vignettes of people in their work environment and provide occupational briefs on 200 occupations in 17 clusters.

It's a New World, one 1/2 hour video for middle school students, illustrates the importance of math and science in preparation for tomorrow's world of work.

Picking Your Path, one 1/2 hour video introduces early elementary school students to occupations in 14 career clusters.

Employability Skills, three 10-15 minute videos giving a lively description of the job seeking process: Job Hunting Tips (job hunting and the interview process), Job Connections (applying for a job), Let's Go! Success on the Job (job keeping skills).

Workshops

SOICC offers system training and technical support for users of N.C. Careers and the Micro OIS.

Half day workshops on using the Career Choices tabloid and User's Guide have been scheduled in each region for counselors, IECs and teachers.

Improved Career Decision Making (ICDM) training program is a national curriculum designed to assist counselors in helping their clients/students use labor market and occupational information in making their career decisions. Two day workshop for school and agency counselors includes the following topics:

- the changing workplace
- recent changes in career counseling and decision making
- types and uses of labor market information
- labor market concepts
- federal, state and local resources

FLORIDA'S GUIDE TO CAREER DEVELOPMENT

CAREER DEVELOPMENT PROGRAM GUIDE

1989

This manual was developed by the Bureau of Career Development, Division of Vocational, Adult, and Community Education, Florida Department of Education. For more information concerning this manual contact the Bureau at the following address:

Bureau of Career Development
Florida Education Center
Tallahassee, Florida 32399-0400
904/488-0400, Suncom 278-0400
1-800-342-9271

DISCOVER

for Colleges and Adults

A computer-based career planning and information system that supports mature decision making

CAREER PLANNING GUIDEBOOK

ACT

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Appendix C

Exploration and Needs Assessment

- **Exploration of Student Development Resources**
  - Identify Resources
  - Develop Surveys for Resources based on Competencies
  - Review Questionnaires
  - Gather Assessment Tools Currently Used
  - Interview Counselors, Coordinators, Directors
  - Career Center
    - Function
    - Programs and/or Activities
    - Relationship with Job Placement
    - Inventory of Materials and Resources
- **Career Development within Educational Division**
  - Identify Career Development Components in Orientation Courses, Introductory Courses, Senior Seminars, and Study Skills Courses
  - Efforts in Business, Health, and Technology
    - Proposed Model for Vocational Assessment
    - Career Ladder
  - Cooperative Education
  - General Education Committee
- **Data from Planning and Research**
  - Student Profile Survey by DCC (Central Piedmont component)
  - Graduation and Placement Rates Survey
  - Workplace Preparedness
  - Employment Skills Survey (Charlotte Chamber of Commerce)

Survey of Student Development Resources

The summary above and examples that follow self explain how the CPCCD worked to explore what our current resources efforts to determine what elements should be included in our model. Much time was spent looking at resources in the student development area. The questionnaire develcped and used by CPCCD is included. By looking at surveys provided by Planning and Research, it became clear that more attention should be given to career development, not only for the sake of individual

students who are well rounded with job-keeping skills in addition to being qualified with skills for the job.

Reorganization of Student Development

As the CPCCD worked, so did the Student Development Task Force, which was developing a model for reorganization of the entire area. While they were focusing on many aspects of Student Development in addition to career development, at times they found the information we could supply as valuable for their work and we were sometimes able to work together. For example, when the directors of student development programs gave presentations about their work, members of our committee also participated so that both groups could benefit.

Involvement of Education Area Critical

While focusing on the programs targeting special populations of students, it became clear that we must heavily engage the Education Area in order to serve large numbers of students. A comprehensive career development program should be completely compatible with and incorporated within a comprehensive advisement system. CPCC has been in the process of implementing a new system in which faculty advise students in their programs. The CPCCD saw that involvement of faculty would also be an important part of the planning process for developing a model that would be comprehensive.

Programs and Services at CPCC

Adult High School Diploma Program
Advisement System
Compensatory Education Classes
Cooperative Education Program
Counseling Services
Drop-In Center
High School Drop-Out Intervention
Human Resources Development
International Students
Job Training Partnership Act
Minority Recruitment
Multi-Skills Training Center
Program Counseling
Special Services
Handicapped and Disadvantaged
Hearing Impaired
Interpreter Services
Learning Disabled
Limited English Proficient
Sex Equity
Wider Opportunities for Women
Displaced Homemaker & Single Parent
Student Employ. & Career Planning Center
Career Counseling
Job Placement
Student Employment
Student Financial Aid
College Work-Study
Job Location & Development
Trio Programs
Educational Talent Search
Student Support Services
Veterans
Workforce Preparedness

Student Development Resources Survey and Outcomes

MEMORANDUM

To: _____

Program/Service: _____

From: Barbara Andrews

Date: January 23, 1990

Re: Resources for Career Development Grant

Last year CPCC was awarded a grant from an organization known as NOICC (National Occupation Information Coordinating Committee) and the Department of Community Colleges to develop a model for Career Development. NOICC is a federally supported organization whose goals are to promote career development at all levels of education. This is, in part, a response to shifting demographics, resulting from our mobile society and reflecting changes in employment opportunity as our economy and the job market itself changes.

NOICC has developed a set of competencies and guidelines for career development and has awarded grants to businesses and educational institutions in an effort to provide more people with better skills and resources to meet the demands of our changing society.

A committee has been formed to develop a comprehensive model here at CPCC. It is called CPCCD (Committee for Planning Comprehensive Career Development). Our approach is to first look at all the resources we now have and determine the extent to which they now include a career development component or a focus on skills that provide the competencies in some related way. The idea is to eventually infuse career development throughout or superimpose it upon existing programs to a greater degree. This strategy must be taken for two reasons. First, we know that resources for new programs will be nonexistent or very limited at best. Second, we need an integrated approach to serve the greatest number of students.

You and the program or service in which you are involved have been identified as a resource. You may not realize until you look at the competencies to what degree your program does impact on developing these competencies for career development. Please look over them carefully. The full set of competencies, for the adult level with indicators included are enclosed.

We are asking you to answer the questions on the enclosed form and return it by February 9 to Barbara. If you have questions or concerns about the form please call Barbara at 6302 or Mel Gay 6888 or another CPCCD committee member listed below. After the committee reviews the forms, we may ask you later to come talk to us more about your program and to ask you for input as we proceed with our work.

Thanks!!!

SURVEY

Resources for Career Development Model

Program/Service: _____ Date: _____

Name: _____

Title: _____

Office: _____ Ext _____

Description of the student population served by the program/service:

Describe services available in the evening (if any):

What hours are the services available.

What specific services might be needed for evening students that are not being offered?

What would it take to provide those services.

Criteria for eligibility for the program/service:

General and specific goals of the program/service:

Specifically, how do the goals of the program/service relate to career development.

Do you see career development as a primary or secondary goal of the program/service? Please explain.

Expected outcomes of the program/service for the student:

Strategies or activities for accomplishing the goals of the program/service:

Describe how outcomes and therefore success of the program/service are assessed: (ie a pretest and post-test, interviews, academic records, etc.)

Please check which of the competencies* (see attached) that are the goals of the Comprehensive Career Development Plan at CPCC are achieved by your program/service:

Self-Knowledge:

_____ I. Skills to maintain a positive self-concept.

_____ II. Skills to maintain effective behaviors.

_____ III. Understanding developmental changes and transitions.

Educational and Occupational Exploration

_____ IV. Skills to enter and participate in education and training.

_____ V. Skills to participate in work and lifelong learning.

_____ VI. Skills to locate, evaluate, and interpret information.

_____ VII. Skills to prepare to seek, obtain, maintain, and change jobs.

_____ VIII. Understanding how the needs and functions of society influence the nature and structure of work.

Career Planning

_____ IX. Skills to make decisions.

_____ X. Understanding of the impact of work on individual and family life.

_____ XI. Understanding of the continuing changes in male/female roles.

_____ XII. Skills to make career transitions.

Comments:

* This set of competencies have been developed by the National Occupation Information Coordinating Committee (NOICC) and may be adopted for a comprehensive model for career development now being planned by the Committee for Comprehensive Career Development (CPCCD) here at Central Piedmont. This project is being supported by the Department of Community Colleges and NOICC.

COMPETENCY NET SERVICES/PROGRAMS EVALUATIONS

	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Adult Employment Resource Center	•	•	•	•	•	•	•	•	•	•	•	•
Adult High School Diploma Program												
Career Planning	•	•	•	•	•	•	•	•	•	•	•	•
Compensatory Education	•	•	•	•	•	•	•	•	•	•	•	•
Cooperative Education	•	•		•	•	•	•		•	•		•
Drop-In Center	•	•	•	•	•	•			•			
Drop-out Intervention Services	•	•		•	•	•	•	•	•		•	
Educational Talent Search	•	•		•	•	•			•			
Human Resources Development	•	•	•	•	•	•	•	•	•	•	•	•
International Students												
Job Location and Development												
Job Training Partnership Act												
Limited English Proficient												
Minority Recruitment	•	•	•	•	•	•	•	•	•	•	•	•
Multi Skills												
Program Counseling	•	•	•	•	•	•	•	•	•	•	•	•
Sex Equity	•	•		•	•	•	•	•	•	•	•	•
Single Parent/Homemakers Program	•	•		•	•	•	•	•	•	•	•	•
Special Services for Disables Students	•	•		•	•	•	•		•		•	•
Student Employment												
Student Support Services	•	•		•	•	•			•			
Veterans												
Vocational Success Program	•	•	•	•	•	•	•	•	•	•	•	•
Work-Study Program	•	•				•	•	•	•	•		

Examples of Resources Available in Student Development

GEN 9215 Career/Life Planning
Central Piedmont Community College

PROGRESS REPORT # 4

This form is to be turned in at Meeting # 5

LAST NAME (please print) _____ SOCIAL SECURITY # _____

FIRST NAME _____

QUARTER _____

Completion of videotapes and study guide chapters:

10. Values and Career Decisions -- Part I
    Videotape: Validated by: _____
    Date: _____
    I have completed the study guide chapter and have noted questions/comments for discussion at Meeting # 5:
    Yes _____ No _____

11. Values and Career Decisions -- Part II
    Videotape: Validated by: _____
    Date: _____
    I have completed the study guide chapter and have noted questions/comments for discussion at Meeting # 5:
    Yes _____ No _____

12. Values and Career Decisions -- Part III
    Videotape: Validated by: _____
    Date: _____
    I have completed the study guide chapter and have noted questions/comments for discussion at Meeting # 5:
    Yes _____ No _____

COMMENTS:

C.P.C.C. CAREER SERVICES THROUGH THE STUDENT EMPLOYMENT/CAREER PLANNING CTR.

* 1. Career Assessment Instruments: (available to CPCC students for a small fee)

   A. Strong Interest Inventory
   B. Geier Personal Profile - A type indicator instrument similar to the Myers-Briggs which measures an individual's behavioral pattern and tendencies and environmental needs.
   C. Holland's Self-Directed Search - free while supply lasts.

2. SIGIPLUS - A computerized career guidance software package (see flier)

3. Career Planning Course - GEN 9215 Class is offered each Quarter on Tuesdays from 6-8:00 p.m. Self-assessment instruments are incorporated into the course.

4. One-on-one career counseling prior to enrollment at C.P.C.C. by appointment and at drop-in times via the Student Employment and Career Planning Ctr. Garinger Bldg. 239 (342-6463.)

* When refering career undecided students to the Career Counseling Ctr,it is much preferred that students be directed to the Center for career counseling as opposed to testing. After a counseling session with the career counselor, the student may or may not need assessment instruments. Also, emphasizing "testing" creates the illusion/expectation that career "tests" can solve the student's career decision dilemma. Career self-assessment instruments are helpful and used frequently, but they are subjective and at best only help clarify part of the puzzle of how a student plans their career path.

SIGI

COMPUTERIZED CAREER GUIDANCE

- Find out what you want
- Find out where you can get what you want
- Narrow your list of career options
- Assess the probabilities of success for each career option
- See the steps to be taken to prepare for an occupation
- Apply a rational decision-making strategy to occupational choice

LOCATION: CPCC, The Student Employment and Career Planning Center, Garinger Building, room 239

CALL: 342-6463 for an appointment or information

COST: FREE, open to the public

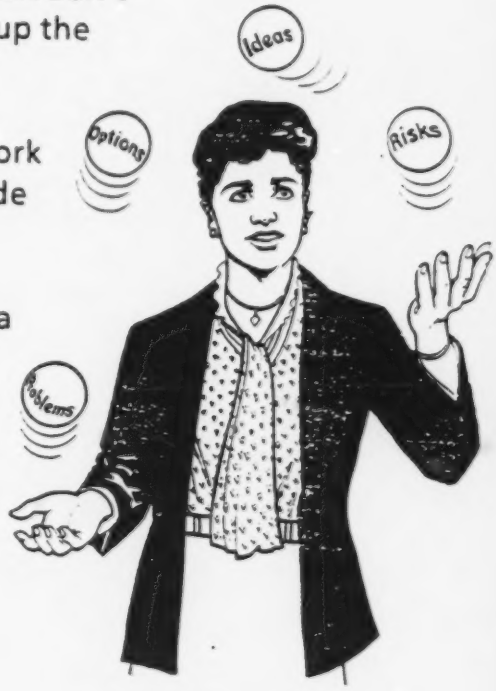
CENTRAL PIEDMONT COMMUNITY COLLEGE

LIFE SKILLS FOR WOMEN

WHAT: a six-session program designed for women
WHEN: Mondays and Wednesdays, beginning March 11 through April 3 – 10:00 a.m. – 12:00 p.m.
WHERE: Kratt Hall, room 207, register in class.
COST: $23.20

Ladies...

- Is your life falling apart and just don't know where to start picking up the pieces
- Do you want to go back to work or change jobs but can't decide where to start
- Do you want a jump-start on a new life



Then its time to spring down to CPCC for a six-session LIFE SKILLS FOR WOMEN class

Learn...confidence building... assertiveness training...job connections...

A new, happier you is yours for the making.

The next step is yours.

For details, call
Sara Graham, 342-6532.

STUDENT SUPPORT SERVICES
STUDY SKILLS WORKSHOP SCHEDULE
FALL QUARTER 1990

TIME MANAGEMENT			
TUESDAY	SEPTEMBER 11, 1990	9:00AM - 10:00AM	*TE 516
WEDNESDAY	SEPTEMBER 12, 1990	9:30AM - 10:30AM	TE 516
THURSDAY	SEPTEMBER 13, 1990	10:30AM - 11:30AM	TE 516
READING TEXTBOOKS			
TUESDAY	SEPTEMBER 18, 1990	9:00AM - 10:00AM	TE 516
WEDNESDAY	SEPTEMBER 19, 1990	9:30AM - 10:30AM	TE 516
THURSDAY	SEPTEMBER 20, 1990	10.30AM - 11:30AM	TE 516
NOTE-TAKING			
TUESDAY	SEPTEMBER 25, 1990	9:00AM - 10:00AM	TE 516
WEDNESDAY	SEPTEMBER 26, 1990	9:30AM - 10:30AM	TE 516
THURSDAY	SEPTEMBER 27, 1990	10:30AM - 11:30AM	TE 516
TAKING EXAMINATIONS			
TUESDAY	OCTOBER 2, 1990	9:00AM - 10:00AM	TE 516
WEDNESDAY	OCTOBER 3, 1990	9:30AM - 10:30AM	TE 516
THURSDAY	OCTOBER 4, 1990	10:30AM - 11:30AM	TE 516
IMPROVING MEMORY			
TUESDAY	OCTOBER 9, 1990	9:00AM - 10:00AM	TE 516
WEDNESDAY	OCTOBER 10, 1990	9:30AM - 10:30AM	TE 516
THURSDAY	OCTOBER 11, 1990	10:30AM - 11:30AM	TE 516

* TERRELL HALL

FOR FURTHER INFORMATION CONTACT ALICE P. WILLIAMS, 342-6393

CENTRAL
PIEDMONT
COMMUNITY
COLLEGE

ADULT HIGH SCHOOL STUDENT ORIENTATION

WHAT: A group meeting to learn about opportunities
WHO: For Adult High School Students
WHEN: See below
WHERE: Terrell 517, CPCC campus
COST: Free

You're invited to a series of meetings for Adult High School Students to:

- meet other CPCC students
- explore careers/ASVAB
- set future goals
- learn more about CPCC programs and services

When?

June 13	12:30 – 1:30	Introduction with Ellanor Graves
June 20	12:30 – 1:30	Job assistance resources
June 27	12:30 – 1:30	Career exploration/ASVAB
July 11	12:30 – 2:00	ASVAB testing
July 18	12:30 – 2:00	ASVAB testing
July 25	12:30 – 1:30	Financial resources
Aug 1	12:30 – 1:30	ASVAB results

For details, call
Ann Young,
342-6536 or
come by
Terrell 208
9 am – 1 pm Mon – Thur

THE HUMAN RESOURCES DEVELOPMENT PROGRAM
AT
CENTRAL PIEDMONT COMMUNITY COLLEGE

The Human Resources Development Program (HRD) is a pre-vocational training and placement program designed to assist those citizens of North Carolina who are structurally unemployed. It is funded by the North Carolina General Assembly and administered by the Department of Community Colleges. Operating in 45 of the 58 institutions in the community college system, HRD is mandated to reduce public assistance benefits and unemployment in the lives of its students.

As a training program, HRD provides structured instruction in the basic communication skills, and, in most cases, basic academic and/or job skills which are prerequisite to securing and maintaining employment. As a placement program, HRD offers graduates assistance in job or skill training placement within the context of a required one-year follow-up period.

Begun in 1969 as a demonstration project of MDC, Inc., in Chapel Hill, N.C., and institutionalized into the system of community colleges in the state in 1973 with funding provided by the N.C. General Assembly, HRD is the only state-funded pre-vocational program for adults in the nation.

FUNDING

HRD is the only public education program in the United States in which continued funding is based on the economic performance of the program's graduates. An efficiency index is used to evaluate the program. The index is determined by adding the aggregate increase in graduates' income for the first 12 months after training to the decrease in graduates' public assistance for the same period. The total is then divided by the program's training costs. For example, the efficiency index for the fiscal year 1988-89 was 3.060. This means that the program paid of itself in the form of increased income and decreased public assistance payments more than three times over. The formula is:

$$\text{Efficiency Index} = \frac{\text{Income Increase} + \text{Public Assistance Decrease}}{\text{Program Costs}}$$

FOLLOW-UP

Every student completing an HRD class receives a one-year follow-up. This consists of contact with the student by telephone and/or mail at least every three months. Income, public assistance, and any participation in classroom training is recorded. The name of the employer, number of hours worked per week, salary rate, promotions, raises and other information is noted. Anyone who is unemployed is encouraged to return for further counseling and encouragement, and available job leads are passed on to appropriate students. Students may continue to contact us at any time during this year for further assistance. Income and public assistance for this year is then measured against those figures for the 12 months preceding participation in our program. Our students' increased success figures prominently in our funding.

CENTRAL PIEDMONT COMMUNITY COLLEGE
HUMAN RESOURCES DEVELOPMENT PROGRAM

HRD 6001 — SELF DIRECTED JOB SEARCH

This course is designed for those who are interested in immediate employment, and includes 45 hours of classroom instruction in job search skills, including application completion, resume writing, interviewing techniques, follow-up techniques, job-keeping skills, etc.. Classes meet each Monday, Wednesday, and Friday, from 9:00 A.M. until 12:00 Noon, for five weeks. Students register during the first class meeting.

HRD 6002 — BANK TELLER TRAINING PROGRAM

This program is designed to teach students the basic entry-level skills necessary for employment as a bank teller and/or similar positions. Students must have a high school diploma or equivalent. This class meets twice weekly, from 6:00 P.M. until 9:00 P.M. for the full quarter. **Anyone who is interested must call the HRD office for an appointment to pre-register.** Since there is a waiting list for this class, students should call as early as possible.

HRD 6004 — JOB SEEKING SKILLS (ADULTS 50 AND OLDER)

This course is designed to meet the special needs of older adults who are unemployed or underemployed. It concentrates on the mechanics of skills identification, how these skills fit into the current job market, and the most effective ways of presenting these skills to prospective employers. Students will learn how to deal with their perceptions of age discrimination as they relate to employment applications, interviews, resumes, and networking. This class meets each Monday and Wednesday, from 1:00 P.M. until 4:00 P.M. for five weeks. Students register during the first class meeting.

HRD 6004 — JOB SEEKING SKILLS (CAREER CHANGERS)

This course is designed to meet the needs of adults who are interested in changing jobs or careers, or who are otherwise interested in seeking employment. Students will learn to identify current skills, how these skills fit into the job market, and the most effective ways of presenting these skills to prospective employers. This class teaches the mechanics of the job search, such as employment applications, interviews, resumes, and locating job leads through networking. This class meets each Tuesday and Thursday from 6:00 P.M. until 9:00 P.M., for five weeks. Students register during the first class meeting.

HRD 6006 — 10 KEY/CRT TRAINING PROGRAM

This course is designed to teach 10-Key by touch, and basic CRT techniques which will familiarize students with the computer keyboard, and methods of pulling up customer accounts on a computer terminal. It is <u>not</u> a data entry program. Students will also learn many techniques of in-person and telephone customer service. Job-seeking skills are also an important part of the curriculum. This class meets each Tuesday and Thursday from 9:30 A.M. until 2:30 P.M., with a one-hour lunch break during this time. **Those interested in this class must call HRD for an appointment to pre-register.** There is a waiting list for this class, so call as early as possible.

Examples of Data from Planning and Research

GRADUATION & PLACEMENT RATES

OFFICE OF PLANNING & RESEARCH

John Quinley, Director

OFFICE OF CAREER PROGRAMS GROUP

Dallas Garrett, Dean

STUDENT DEVELOPMENT GROUP

Mel Gay, Dean

January 23, 1990

CPCC TRANSFER STUDENTS TO UNC INSTITUTIONS 1987-1988 ENROLLMENT AND ANALYSIS

ARTS AND SCIENCES
David Hunter, Dean

OFFICE OF PLANNING & RESEARCH
John Quinley, Director

Prepared by Robert Sutton

July, 1990
IR # 3, 90-91

CPCC CAREER ADVISORY COMMITTEES SURVEY

PROGRAM DIRECTIONS & WORKPLACE PREPAREDNESS

BUSINESS, HEALTH & TECHNOLOGY PROGRAMS

Dallas Garrett, Dean

OFFICE OF PLANNING & RESEARCH

John Quinley, Director

Robert Sutton, Research Analyst
Nan Webb, Research Analyst
Brenda Benjamin, Program Analyst
Phil Rasmussen, Information Systems Analyst
Marie Wright, Barbara Skinner, Support

Prepared by John Quinley

June, 1990
IR #2 90-91

CHARLOTTE CHAMBER OF COMMERCE

EMPLOYMENT SKILLS SURVEY

Workplace Preparedness Initiative
Central Piedmont Community College

April 1991
John W. Quinley

Student Development Reorganization Task Force
(Career Development Components)

STUDENT DEVELOPMENT MISSION

The diversity of the student body has made the student development and support area more critical than ever. The College provides services for recruitment and enrollment, for academic advising, for career and personal counseling, for student activities, and for special populations including high-risk students. The faculty play a supportive role in these endeavors.

Students receive timely and accurate information about College programs and services and receive assistance in their academic, career, and personal development. The degree to which student support services are effective has a major impact on student success.

OBJECTIVES

The primary goal of the Student Development Task Force is to recommend an organization for Student Development that enhances our mission to "advance the life-long educational development of adults consistent with their needs, interests, abilities, and efforts." If the goal is met, the following objectives can be accomplished:

1. To establish a clear identity.

   a. To formulate a plan that enables Student Development to implement its mission statement.

   b. To create an organizational environment which will provide the knowledge and skills needed to promote self-reliance, personal growth and development, and success for the student.

   c. To improve interpersonal communications within the Student Development organization so that all services will be fully and efficiently utilized by students.

   d. To provide a network of communication between Student Development and other branches of our college community that will best serve students.

   e. To provide ways to integrate student services and instruction.

   f. To improve retention defined in a student-oriented context, i.e., completion of the students' personal goals.

   g. To improve articulation with other educational institutions.

   h. To complete the process of working on the Institutional Effectiveness Plan to evaluate the effectiveness of Student Development.

2. To provide comprehensive support services that meet the needs of a diverse population.

   a. To provide good delivery of services for students with special needs.

   b. To increase accessibility of services to all CPCC students and faculty during the day, evening, and weekends.

3. To develop an integrated student development program for CPCC through the application of proper technology and human resources.

   a. To utilize facilities and technology in the most effective way to provide services.

   b. To clarify fuctions and redefine needs, roles, and responsibilities of programs and positions.

MAJOR OUTCOMES OF PROPOSED STUDENT DEVELOPMENT REORGANIZATION

* Provides streamlined, efficient organizational structure in which responsibility and authority are clearly evident.

* Provides direct supervision and leadership for each and all component units of Student Development.

* Provides natural clusters of units having like functions and needs, thus creating a logical atmosphere for team building and cross-training and utilization of personnel.

* Restructures and reconfigures certain units of Student Development in order to increase clarity of purpose, operational effectiveness and service to students.

* Adds personnel in areas of greatest need caused by increased institutional responsibilities which are driven by an expanding student body.

* Provides opportunity for current personnel to develop and assume increasing levels of administrative and managerial responsibility.

* Targets areas of focus for Student Development and provides flexibility for future development and growth.

* Creates an institutional environment which provides the knowledge, skills and leadership required to promote student access and success.

* Assures continuity, consistency and appropriateness of the classification of positions of leadership in Student Development.

* Through the addition of the Advisement Center, Student Development assumes its logical role of support for the approved Academic Advising Program by assuring students' access to advisement during all hours of registration.

JOB PLACEMENT CENTER

MISSION

The mission of Job Placement Services is to provide employment opportunities for students and graduates.

ORGANIZATION

There will be a Director of the Job Placement Center who will coordinate functions of the Job Placement Center, and whose duties will include establishing relationships with the business community. The remaining personnel will include a Workstudy Placement Advisor--a part-time position placing students certified by Financial Aid, a part-time Employment Advisor--a full-time position to find part-time work for students who do not qualify for financial aid. This person would coordinate part-time employment on campus as well as off-campus, and a full-time Placement Advisor who will work with students completing programs and alumni. There will be a full-time secretary serving this area.

Personnel Summary:

Director of a Job Placement Center (new position)

Full-time Placement Advisor (a current full-time position)

Part-time Employment Advisor (a current full-time position)

Workstudy Placement Advisor (a new part-time position)

Secretary (current full-time position)

The Job Placement Center should ideally be located next to the Career Center and will house but not supervise Cooperative Education.

GOALS

1. The primary goal of the department is to accomplish the mission by ensuring that all students have the assistance they need to find jobs while they are working toward their educational goals; and as a graduate to successfully complete their career objectives.

2. An ancillary goal is to establish a firm and positive relationship with the business community that will mutually benefit the business community and our students.

JOB PLACEMENT CENTER

FUNCTIONS

A. Provide job placement services to students desiring full-time or part-time employment.

1. Counsel students regarding job options and register students for job opportunities.

2. Record job listing.

3. Post notices of all job openings.

4. Advise students of other employment sources including the North Carolina Employment Security Commission.

5. Refer students to the Career Center for information and counseling regarding career choices.

B. Maintain contact with employers.

1. Visit employers in the metro Charlotte area and other such locations in order to:

a. Establish a positive working relationship with employers whose place of business will meet the needs of our students so that employers will contact us when job openings occur.

b. Inform employers of the types of job openings which Central Piedmont Community students and graduates can fill.

c. Learn which categories of Central Piedmont Community College graduates could be used by specific employers.

2. Establish working relationships with non-profit agencies.

3. Work with department heads and program coordinators to:

a. Identify part-time jobs which need to be filled in the departments.

b. Ensure that proper procedures are being following in cases where businesses are in direct contact with programs concerning job placement.

c. Advise students of available part-time positions, making assignments on the basis of student qualifications and job specifications.

d. Act as a liaison between supervisors and students, arbitrating when necessary in areas of discord/disagreement.

C. Assist students in the process of getting employment.

1. Advise and refer students regarding interviewing techniques, resume writing, job evaluations, career objectives, personnel relationships, and employment opportunities.

2. Schedule interviews between students and prospective employers; assist in hosting and debriefing employers after interviews; provide students with feedback concerning interview results.

D. Provide programs, workshops, seminars, and other activities.

1. Coordinate periodic "Employment Opportunity Week" to bring employers and student applicants together.

2. Design, schedule, publicize, and facilitate workshops, orientations, and seminars; schedule and arrange for other seminar leaders in conjunction with the Career Center as needed.

3. Coordinate with the Career Center to conduct workshops for students advising them of their rights and responsibilities in the work environment, and the general expectations of supervisors regarding appearance, conduct, and attitude.

4. Conduct workshops, when appropriate, for supervisors of students.

5. Publicize activities of the Job Placement Center.

a. Use student newspaper, posters, and mailings to make students aware of the Job Placement Center.

b. Inform instructional faculty and staff of Job Placement Center activities.

c. Communicate with employers by telephone, mailings, and visits.

E. Keep proper records and evaluations.

1. Secure student evaluations from supervisors regarding job performance which may be kept for the purpose of job reference.

2. Keep Job Placement Center activity reports of students employed, names of employers, starting salaries, and position titles.

3. Keep accurate records for Workstudy programs.

4. Serve alumni with job placement assistance. Keep job references on file for graduates.

F. Keep abreast of federal and state regulations governing job placement, including legal ramifications of job placement in general as well as eligibility requirements of college workstudy programs.

G. Participate in local and state professional organizations.

RECOMMENDATIONS

1. The Job Placement Center should be in close proximity to the Career Center.

2. Cooperative Education should be located within the Job Placement Center.

3. The functions listed above assumed that all job placement for students and graduates would take place through the Job Placement Center. This includes two new applications of these functions which have previously not been included in Job Placement Services:

   a. It is recommended that placement of workstudy students be a function of the Job Placement Center after Financial Aid takes them through the certification process. If this recommendation is adopted, this would require a new part-time position for workstudy placement.

   b. Part-time employment for students who do not qualify for workstudy has also not been a part of Job Placement Services. There are some real issues and concerns that raise questions of legalities, especially with regard to equal opportunity that may be better addressed if the role of on-campus, part-time employment were assumed by the Job Placement Center.

      This may imply a new position since part-time work for off-campus is handled through JLD which is funded through workstudy monies. Presently, a full-time person now handles part-time work off-campus. The recommendation is simply that part-time work, on-campus, be incorporated into the functions of that position without addressing the issue of reexamining its funding.

April 23, 1991

CAREER CENTER PROPOSAL:

MISSION: The mission of the Career Center is to encourage and assist students to engage in a continuous process of discovering their uniqueness, along with a knowledge of the world of work, and to directly relate that information to planning and achieving realistic and satisfying career and life goals.

ACTIVITIES TO IMPLEMENT THE MISSION:

1. Assist in the development and teaching of career planning courses.
2. Offer career counseling for individuals and groups.
3. Develop and help facilitate/teach topical workshops, seminars, and courses relating to career and life planning.
4. Maintain an up-to-date career information library.
5. Sponsor career information programs.
6. Provide opportunities for linkages between students, faculty and the business community for exchanges of career information.
7. Support and coordinate the Career Center's activities with other career development projects on campus and in the community.

PERSONNEL NEEDS:

Full-time:
1 Coordinator (new position)
1 Career Counselor/teacher
1 Paraprofessional/Secretary (new position)

Part-time:
1 Clerical support person (to work evenings when the Center expands it hours and services to the public) new position

Non-paid Staff:
1-2 Graduate Students
1-2 Work-study or Cooperative Education Students
1-2 Community Volunteers

STAFF DUTIES:

COORDINATOR:

1. Plan, coordinate, implement and evaluate all services and activities in keeping with the mission of the Career Center.
2. Supervise, train, coordinate and evaluate the Career Center staff, including the recruitment and training of non-paid staff.
3. Maintain a partial counseling and teaching load.
4. Oversee the maintenance of the career library, including the procurement of equipment and the updating of resource materials.

5. Act as liaison between the Career Center and other campus service areas, community agencies, and the business community at large.
6. Look for ways to integrate career development activities into all areas of campus life.

CAREER COUNSELOR/TEACHER:

1. Counsel students one-on-one or in groups regarding their career goals and steps needed in order to obtain their career objectives.
2. Help develop and teach/facilitate career related courses, workshops and seminars sponsored by the Career Center or other C.P.C.C. Student Development areas.
3. Assist the coordinator in the following areas:
   - Recruiting and training non-paid staff
   - Maintaining the career library (recommend materials to be purchased)
   - Planning and coordinating career information programs
   -Help promote the Career Center's services and projects on and off campus
   - Fill in as person-in-charge during Coordinator's absence

PARAPROFESSIONAL/SECRETARY:

1. Screen and direct telephone callers and walk-in traffic to appropriate career service (s). e.g. determine who needs an individual appointment with a counselor, and who could benefit from a group activity. Screen and refer individuals to other C.P.C.C. Student Development areas. Screen all new admissions forms designated G-301, and make personal contact by phone or mail in order to refer to appropriate career services or assign another program code if appropriate.
2. Be responsible for the day-to-day monitoring of the work-study and cooperative education students
3. Set up and maintain an appropriate career library catalog system.
4. Be responsible for monitoring SIGI+ users.
5. Help in the systematic collection of local labor market information, especially information on entry level salaries. Add local information to SIGI+.
6. Assist students, staff and faculty who use the career library resources.
7. Conduct a Career Center orientation program for all non-paid staff, and students and new faculty as needed.
8. Be responsible for all clerical support needed to run the Career Center.

WORKSTUDY AND COOPERATIVE EDUCATION STUDENTS:

(depending on skills)
- Assist the paid staff and volunteers in any way possible, especially in answering phones, typing, running errands, xeroxing, etc.

VOLUNTEERS:
(depending on skills/experiences)
- Assist individuals in the use of the career library
- Answer phones, greet walk-in traffic, dispense general college and Career Center information.
- P.R. for the Career Center
- Help with special projects

BEST COPY AVAILABLE

GRADUATE STUDENTS:

- Assist counselor with individual and group career counseling sessions
- Teach or help facilitate courses, workshops, and seminars
- Assist with special projects
- Be willing to assist in any activity that is in keeping with the overall mission of the Career Center.

Academic Advisement

NACADA ADVISING GOALS

1. Assisting students in self-understanding and self-acceptance (value clarification, understanding abilities, interests, and limitations).

2. Assisting students in their consideration of life goals by relating interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education.

3. Assisting students in developing an educational plan consistent with life goals and objectives (alternative courses of action, alternate career considerations, and selection of courses).

4. Assisting students in developing decision-making skills.

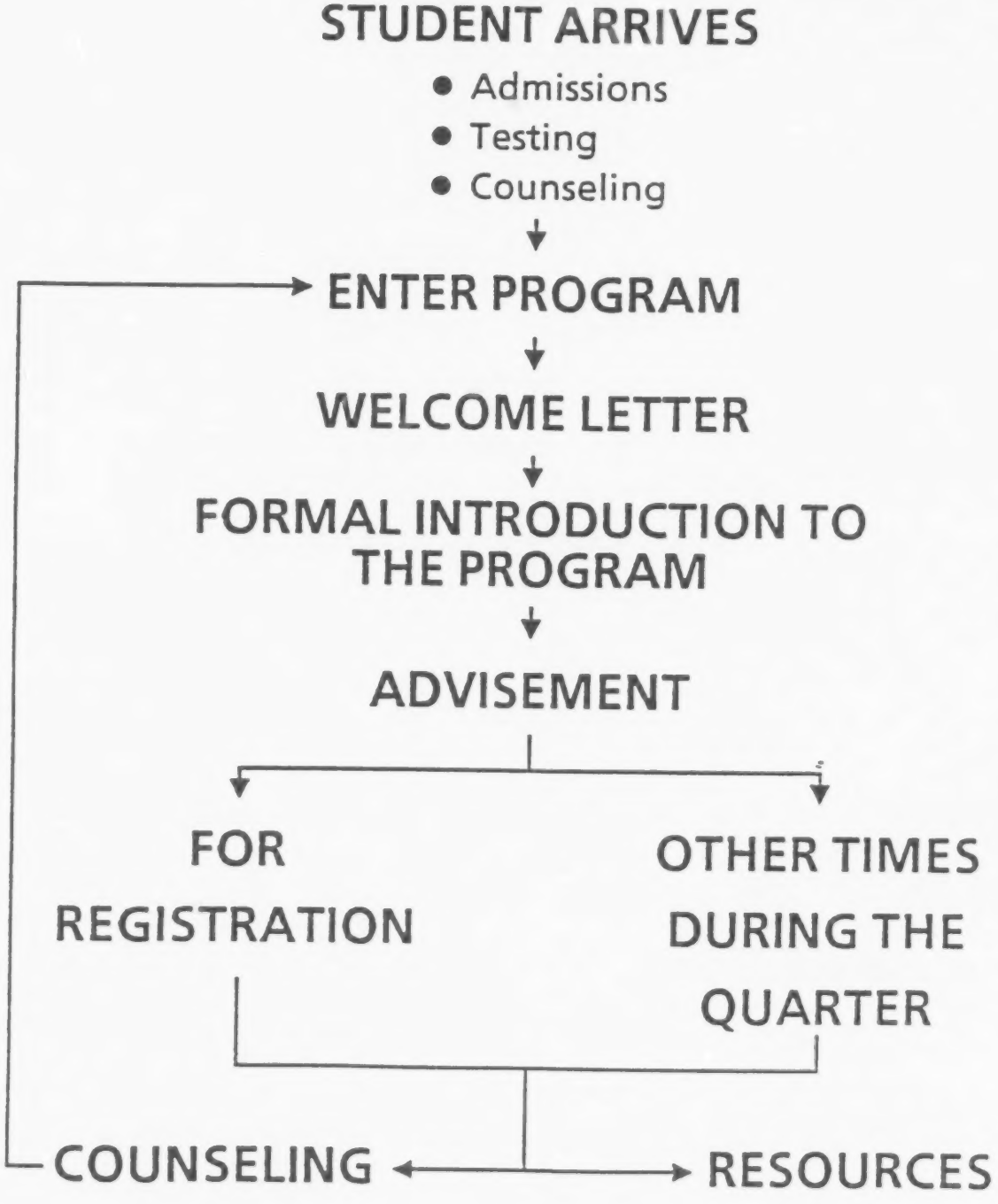
5. Providing accurate information about institutional policies, procedures, resources, and programs.

6. Making referrals to other institutional or community support services.

7. Assisting students in evaluation or reevaluation of progress toward established goals and educational plans.

8. Providing information about students to the institution, colleges, and/or academic departments.

ADVISEMENT MODEL



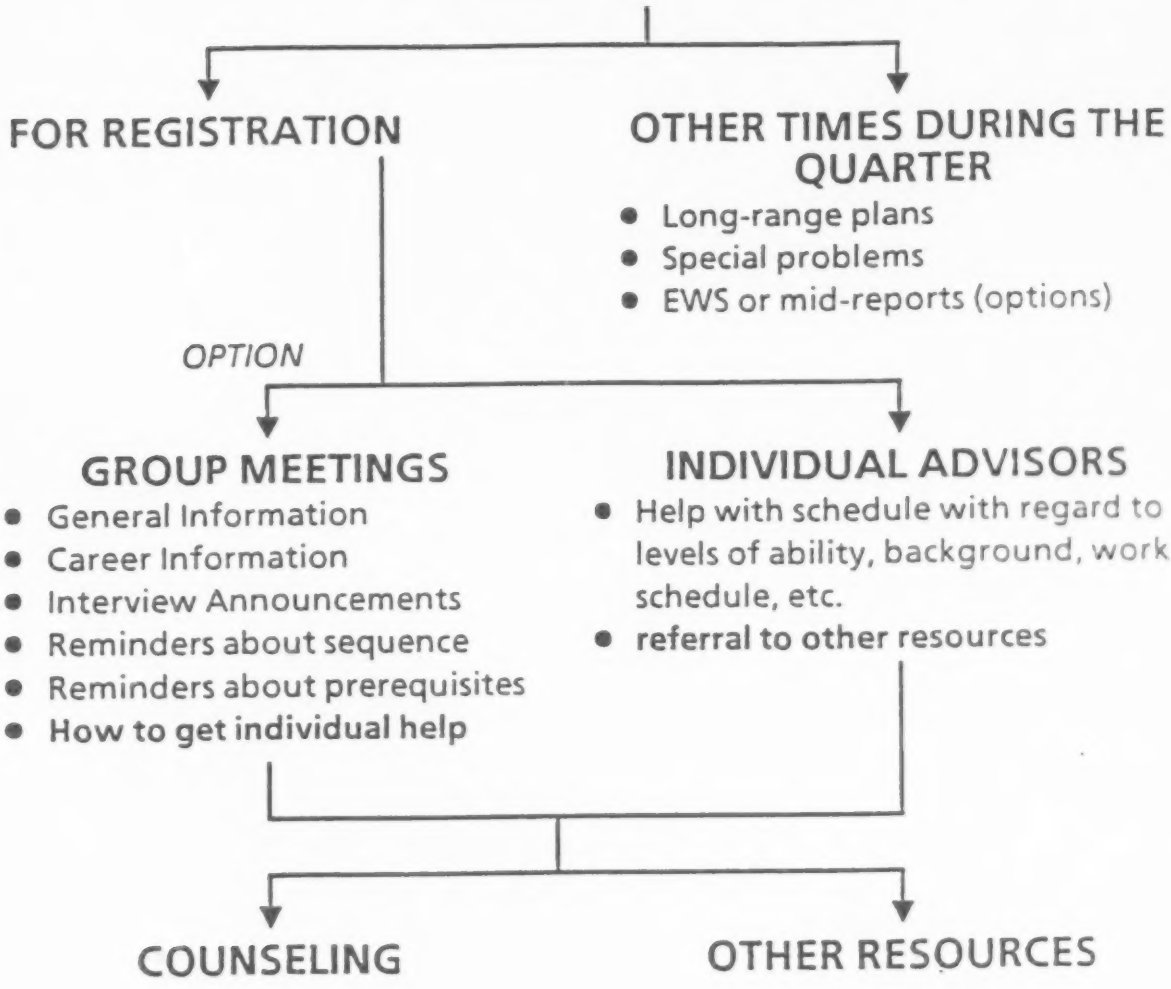
FORMAL INTRODUCTION

- Course Information (Sequence/Prerequisites)
- Explanation of Program Seminar (Orientation Course)
- Career Information
- **Explain Advisement Procedure**
- School Policies
- Handouts or Advisement Handbook
- Keep records of attendance and information given

Decisions by the program:

What elements should be included? (examples above)
Who will present what?
When and where will they be held?
What handouts are needed? Handbook?

ADVISEMENT



Decisions by programs:

What will be included in group meetings?
When will they be scheduled?
How will they be announced?
Who will do the presentations? In pairs, by individuals?

How will individual advisors be assigned?
Will advisor be strictly individual or will there be a cadre?
Will there be a central location established for students to come?

Examples of Resources and Career Development Efforts in the Education Area

1989-1990 CO-OP STATISTICS FOR CPCC

Participating Departments at CPCC

Accounting and Public Service	Technical Careers
Business Administration	Engineering and Advanced Technology
Computer and Information Systems	Health, Physical Education and Recreation
Hospitality Education	Office Technology

Number of Participating Curriculum Areas 45

Number of Participating Students 602

Number of Actively Involved Employers 208

Range of Salaries for Students

Low	$	5.00	hour
High	$	12.00	hour
Average	$	6.17	hour
Total Earnings	$	504,496.05	

Percent of Co-ops Hired in Related Fields after Completion of Academic Program 85%

Co-op Plans:

Parallel Plan: The student attends classes during one segment of the day or evening and works part-time during another segment of the day.

Alternating Plan: The student rotates between periods of full-time work and full-time college attendance.

Examples of Co-op Employers

A PC Shop
Acosta, Incorporated
American General Financial
Arts Engraving
AT & T
Best Financial Services
Carnes, Buckett, Wiltsee
Carolina Motor Club
Central Piedmont Community College
City Chevrolet
Copes Vulcan
Crown Oldsmobile
ESM
Estek
Gentz Industries
Gold Bond Building Products
Hand Held Products
Harris Teeter
Hunter & Hunter PA
Malley Carolina Trucks
MDC Automation, Inc.
Okuma Machine Tools, Inc.
Pep Boys
Pinelake Nursery
Pneumafil Corporation
Rackes
R & S Phone Company
Rosemount
Royal Insurance
Scott Buick
Sherwood Printing
Spree, Inc.
Target Stores
The Limited
T.L. Dillon & Company
Toyota Charlotte
Toyota City
United Mechanical Corporation
United Parcel Service
Wachovia Bank & Trust
Walt Disney World
Ventra Corporation

Benefits

- 70% of graduating CPCC students received permanent job offers from their co-op employer in 1990.
- 95% of CPCC co-op students work in the private sector while 5% work in the public sector.
- 90% of all CPCC co-op students participate in the parallel plan and 10% in the alternating plan.
- 25% of CPCC co-op placements are minority students and 39% are women.
- Co-op assignments are located primarily in the greater Charlote area and throughout North Carolina.
- Co-op enhances the students career choice and increases retention. It provides an early understanding of the business world and facilitates the development of skills necessary to starting a career.
- Co-op enables the student to build a career-oriented work record and enhances the development of maturity, self-confidence and independence.
- Co-op allows the employer better utilization of highly paid professional personnel for specialized work while co-op students perform necessary tasks, increasing productivity.
- Co-op provides the employer an opportunity to preview potential full-time employees in actual work situations without commitment and at low cost.
- Co-op furnishes the employer pre-screened and monitored candidates whose abilities and interests match the company's needs.

Central Piedmont Community College

Cooperative Education

INTRODUCTION TO COOPERATIVE EDUCATION
COE 3100
FALL QUARTER 1990

COURSE OBJECTIVES:

By the end of the quarter, each student should be able to:

A. Prepare a quality application, resume and cover letter
B. Demonstrate effective techniques for researching a prospective employing form
C. Demonstrate effective interviewing skills through participating in mock interviews
D. Demonstrate knowledge of successful follow-up procedures
E. Demonstrate knowledge of cooperative work experience policies and procedures

OUTLINE OF INSTRUCTION:

Sept. 7 Introduction to Course; Fill out Application; Handouts for Resume Development distributed

Sept. 14 Resume Development

Sept. 21 Resume Development; Cover Letter; Career Objective

Sept. 28 Company Research

Oct. 5 Interview Techniques

Oct. 12 Interview Techniques and Dress for Success

Oct. 19 Information Interview

Oct. 26 Individual Information Interviews (no class meeting)

Nov. 2 Mock Interviews - Video Taped (LRC - lower level)

Nov. 9 Thank You Letters; Review of Mock Interviews
Nov. 16 Review & Evaluation

DUE DATES & REQUIRED COURSEWORK

Oct. 5 Draft of Typed Resume and Cover Letter

Oct. 12 Company Research
(critiqued resumes returned)

Oct. 26 Information Interviews

Nov. 9 Final Resume and Cover Letter

Nov. 16 Typed Thank You Letter for Information Interview

CATALOG DESCRIPTION:

ART 4201 - Commercial Art Orientation: This course is designed to orient commercial art students in their programs; to provide opportunity for interaction with other commercial art students; assist in individual assessment of personal growth.

(2 - 0) 2

GENERAL COURSE OUTLINE:

WEEK	DISCUSSION TOPIC
1.	Introduction to Course. Orientation to Central Piedmont College; Resources, Facilities.
2.	Introduction to the Art Department faculty.
3.	Introduction to the Advertising Design Program. Review of courses.
4.	Introduction to the Interior Design Program Review of courses.
5. 5a (Alternate)	Use of CPCC Library. Discussion and field trip. Cognitive Mapping: Learning Modes
6.	Aids to learning: The Drop-In Center, CPCC grading system.
7.	College Book Store and Art Supplies. Discussion and possible field trips.
8.	Student Services through the Placement Center. Discussion with Placement Director.
9.	How to register properly at CPCC. How to read the schedule of classes and complete a Permit to Register.
10.	The relationship between Advertising Design, Interior Design and the Fine Arts.
11.	The creative experience. How to be creative. The creative problem solving process.

CIV 3101
CIVIL ENGINEERING TECHNOLOGY SEMINAR

Course Description

Upon successful completion of this course, students should be able to: employ the services and personnel available at the college and in the Civil Engineering Technology Program; assess career paths and continuing education opportunities; examine the benefits of membership in professional organizations including the Student Chapter of AGC; evaluate employment practices and needs through guest speakers or panel discussions.

Means of Evaluation: Based on Attendance

A: 1 Absence or less
B: 2 Absences
C: 3 Absences
IR: 4 or greater Absences

Topical Outline

WEEK	TOPICS
1	Introduction to the Civil Engineering Technology Program and services rendered including faculty advising
2	Career paths in Civil Engineering Technology
3	College services provided including library skills, computer labs, placement services, etc.
4	Study skills - Writing Skills
5	Problem solving skills - Math & calculators Tables & Graphs
6	Bachelor of Engineering Technology guest speaker from UNCC
7	Student Chapter of AGC-The Associated General Contractors of America
8	Co-operative Education
9	Career opportunities-Panel discussion or speakers from industry
10	Career opportunities-Panel discussion or speakers from industry
11	Job skills review and summary

Central Piedmont Community College

Computer/Electrical/Electronics Engineering Technology Programs

Course No.	Course Title	Lec	Lab	Credit
ELN 4100	SENIOR SEMINAR	1	0	1

Prerequisites: ELN 3405

A. Course Description:

Upon successful completion of this course, students should be able to: identify and define the various career roles available to the Computer and Electrical/Electronics Engineering Technician; write an acceptable resume; demonstrate satisfactory skills required in the job hunting process.

B. Text: College Placement Annual, Volume I, 29th Edition, College Placement Council, Inc., 1985 (or latest)

C. References: Job Seeking Skills Handbook, prepared by the State of North Carolina, Department of Transportation and the Employment Security Commission, 1981; reprinted by Central Piedmont Community College

Video Tape Series: "Job Seeking" (VC-129-136) produced by WCET, 1979

D. Course Content:

Week No.	Lecture	Assignment
1	Knowing who you are; inventory of skills, strengths/ weaknesses, interests, goals, values, and priorities.	Begin application history file
2	Job opportunities, typical computer and electrical/ electronics speciality fields and job roles.	Write job objective for resume
3	Marketing yourself; the resume, its purpose, type, and components from a technical employer's viewpoint, emphasis on relevant skills and education.	Write education portion of resume
4	Resume content; proper format and sequence for data within each heading.	Write work experience and remaining portions of resume

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ELN 4100 SENIOR SEMINAR (Continued)

D. Course Content:

Week No.	Lecture	Assignment
5	Letter of application; purpose, format, data to be included.	Write letter of application
6	Application form; presentation of complete and accurate data, clarity, and emphasis on relevant skills.	Complete application form
7	Interviewing preparation, timing, effective face-to-face techniques, questions asked and to ask.	Prepare final draft of resume, letter, and application
8	Interviewing; appearance, attitude, personality, (do's and don'ts).	Review handout on typical interviewing questions
9	Follow through; what, when and how to follow up on interviews.	Turn in final draft of resume, letter, and application form
10	Industry/placement representative; personal views from those actively engaged in interviewing and hiring.	
11	Advancing your career; goal setting, when to make moves, keeping a good track record.	

Note: Use of the word processor is strongly encouraged for the resume and the letter of application. Those using the word processor will receive a one-letter grade increase in final grade.

Attachment to ELN 4100 Seminar:

Variations and special emphasis of the above topics may be incorporatedinto a specific class as seen appropriate for a particular class. Guest speakers, in class work sessions, etc.

GRADING	BASED UPON
A 90-100	*Written assignments = 80%
B 80-89	Class Participation = 20% (includes
C 70-79	attendance at classes)

Assignments are due one week from the day on which they were assigned. Late homework will lose one letter grade from that individual assignment grade.

* Written Assignments:

1. Resume in rough draft form.

2. Resume in final form (typed on word processor).

3. Letter of Application in rough draft form.

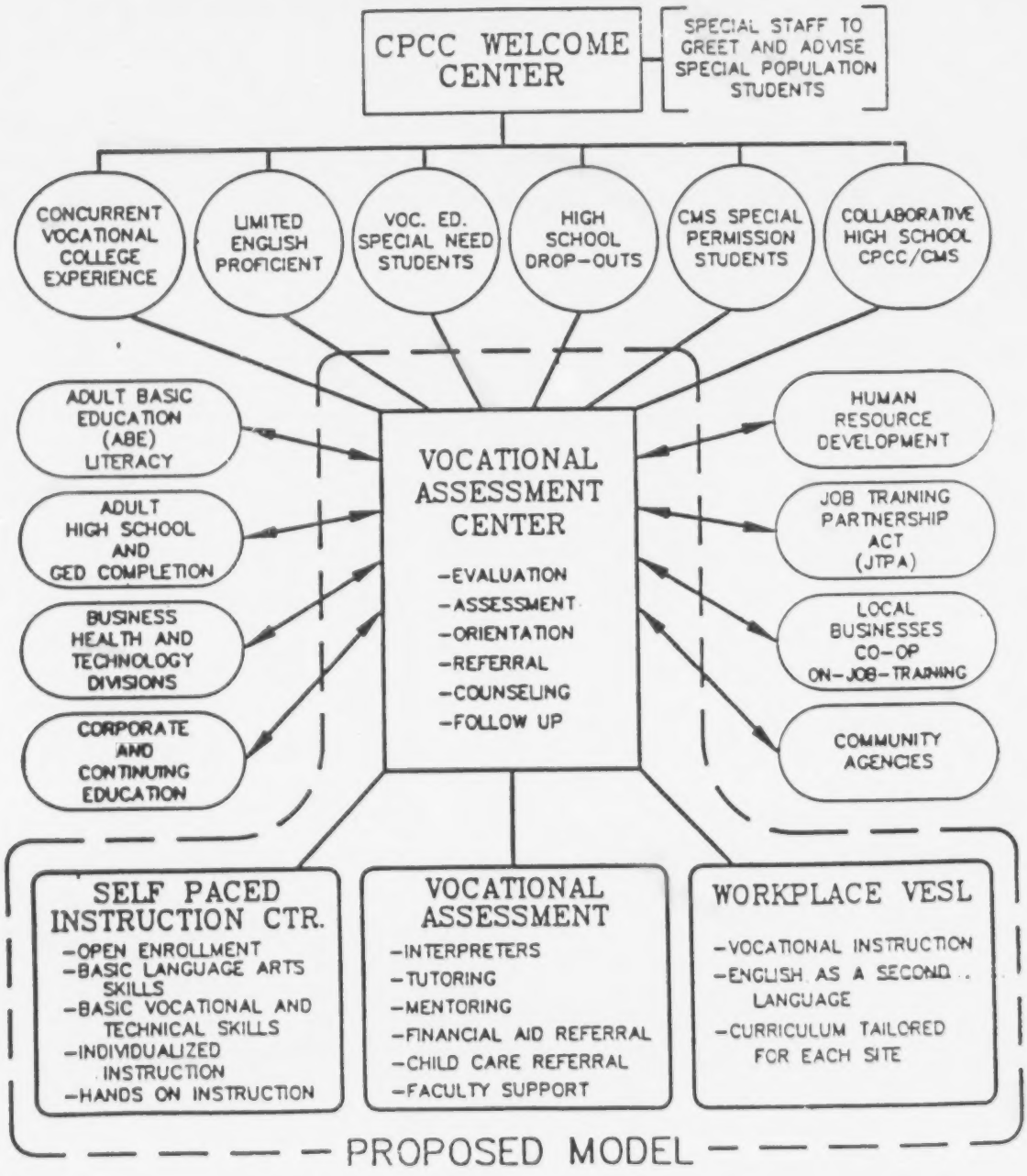
4. Letter of Application in final form (typed on word processor).

5. Completed Application Form (form will be supplied by instructor).

Note: Use of the word processor is encouraged over the typewriter for the resume and letter of application. A typewriter is acceptable, but you can do more highlighting, bold print, and underlining. If a word processor is used for all final form of the assignments, your final grade will be increased by one letter grade.

See Don McGaha in Belk 505 to use word processors, obtain directions and assistance as needed.

VOCATIONAL DEVELOPMENT OPPORTUNITIES AND ASSISTANCE PLAN FOR SPECIAL POPULATION STUDENTS



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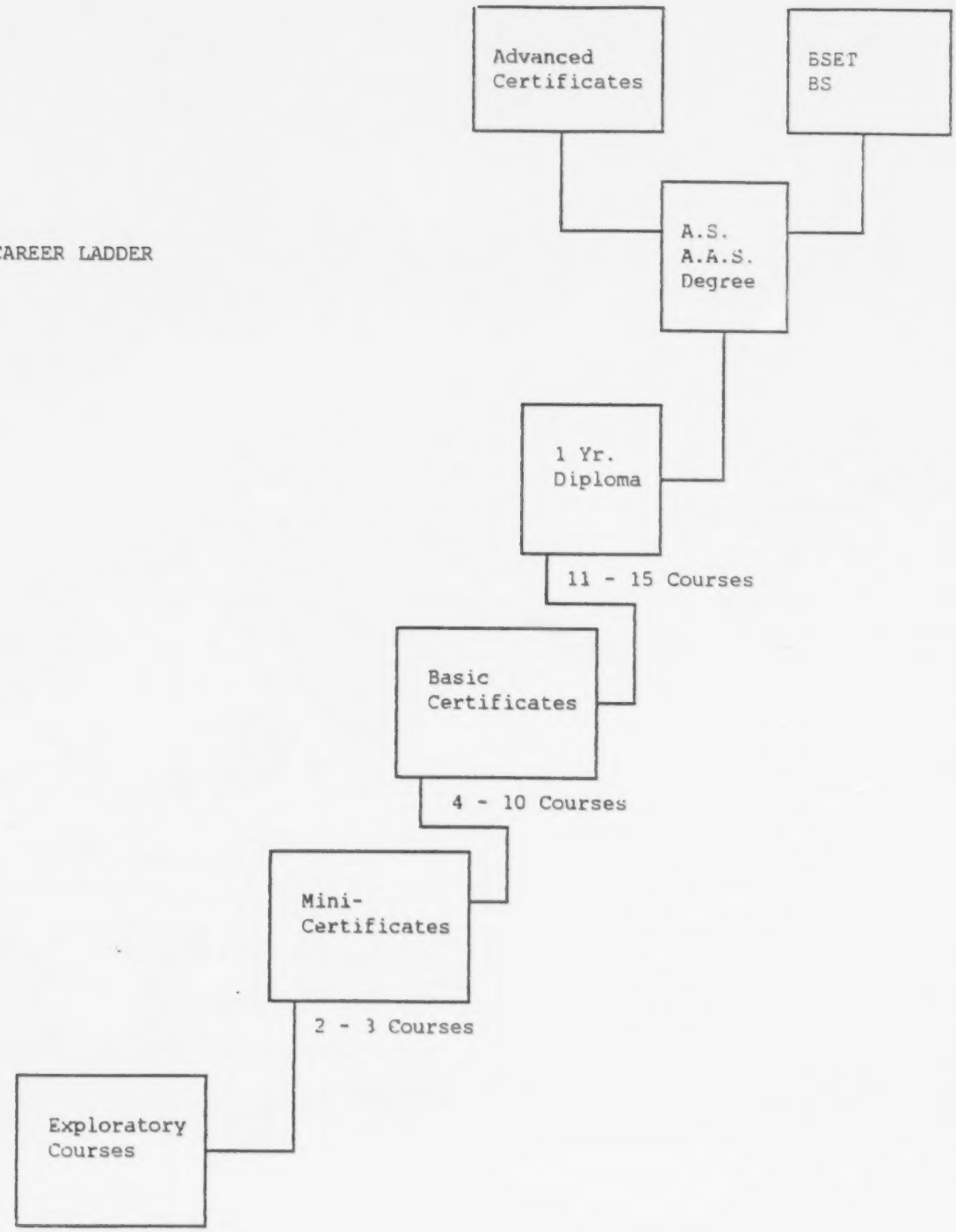
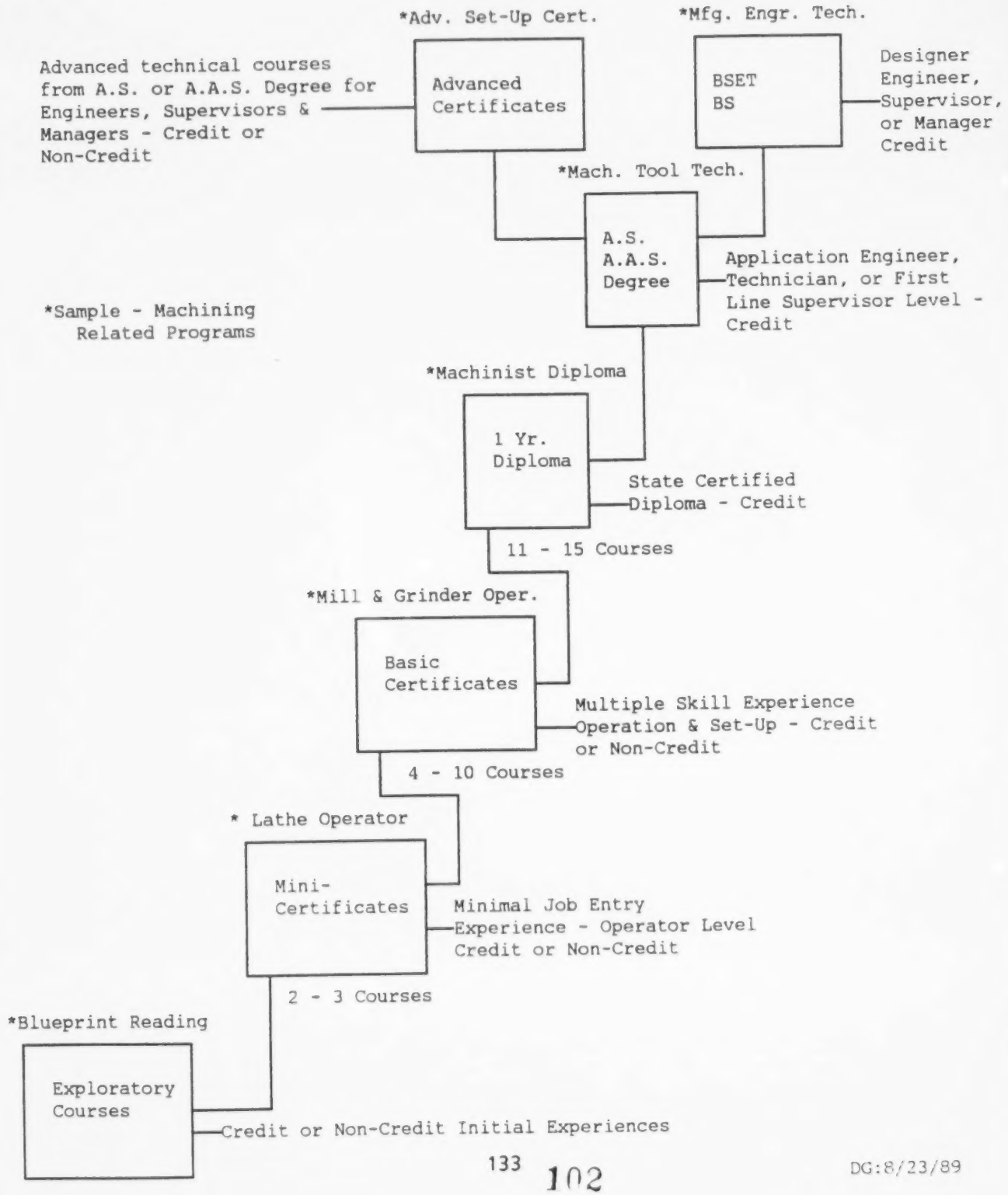
CAREER LADDER



CAREER PLAN


*Adv. Set-Up Cert.
*Mfg. Engr. Tech.
Advanced technical courses from A.S. or A.A.S. Degree for Engineers, Supervisors & Managers - Credit or Non-Credit
Advanced Certificates
BSET BS
Designer Engineer, Supervisor, or Manager Credit
*Mach. Tool Tech.
A.S. A.A.S. Degree
Application Engineer, Technician, or First Line Supervisor Level - Credit
*Sample - Machining Related Programs
*Machinist Diploma
1 Yr. Diploma
State Certified Diploma - Credit
11 - 15 Courses
*Mill & Grinder Oper.
Basic Certificates
Multiple Skill Experience Operation & Set-Up - Credit or Non-Credit
4 - 10 Courses
* Lathe Operator
Mini-Certificates
Minimal Job Entry Experience - Operator Level Credit or Non-Credit
2 - 3 Courses
*Blueprint Reading
Exploratory Courses
Credit or Non-Credit Initial Experiences

DG:8/23/89

Appendix D

Developing the Model

- **Steering Committee**
  - CPCCD (Committee for Planning Comprehensive Career Development) Focus groups
  - Student Development
  - Faculty
  - Students
- **Planning**
  - Focus groups
    - Student development
    - Faculty
    - Students
  - Planning retreats
    - Faculty
    - Student Development
- **Advisory Committee**

Focus Groups

Three focus groups were held, one with directors of programs identified in the Student Development Area, the second with a group of instructors and department heads, and the final one with students. Before each focus group a preliminary survey was carried out to help establish the purpose and to familiarize participants with the Competencies. Lunch was served at each focus group, a presentation about the project was given, then brainstorming and discussion occurred. They appeared to be very successful and valuable input was gleaned from the meeting.

Planning Retreats

Two planning retreats were held, one with representatives from the Education Area (some of whom had also attended the focus group) and the second with people from Student Development (some of whom also served on the CPCCD). These were all-day retreats held off campus. The response was excellent and the ideas were very good. There seemed to be consensus about our needs and how they should be carried out.

The agenda, questions, and activities used for the focus groups and planning retreats follow this introduction.

Advisory Committee

This group has not yet been formed. It was discussed from time to time and will be formed eventually. The intended group will include representatives from the community, both in business and education. We are especially interested in having representation from the Charlotte Mecklenburg School System with whom we already work closely on some projects that will enhance career development. Our efforts to establish a strong "tech prep" program have not met with great success in the past, but this may develop in the future.

Preliminary Ideas for Model

Provide an opportunity for Career Development for all students in addition to those targeted for special programs

Recommend expansion of the Career Center

- more resources
- more counselors
- more hours available, especially evening
- more interaction with community

Expand Career Development Courses

Develop Orientation Courses for Curriculum Programs

Involve Faculty and Staff in Career Development Efforts

- Staff Development seminars and workshops
- provide tools and information
- develop a career planning form that could be used campus wide (by counselors, advisors and in orientation courses)

Provide for Assessment

Focus Group for Student Development

106

MEMOMRANDUM

To: Directors/Heads Resources

From: Barbara Andrews

Date: February 28, 1990

Re: Focus Group/Luncheon

You were recently asked to fill out a questionnaire for CPCCD (Committee for Planning Comprehensive Career Development). As you know this is part of an effort to develop a career development model which may be eventually shared with all the schools in the Community College System.

Now we would like to invite you to participate in a focus group/luncheon on March 14. It will be held 11:30-1:30 in Kratt 300. The purpose of the group is to share ideas about career development.This will help the committee as it moves into the planning stage of its work.

Your input will be invaluable so we would really appreciate your participation. We hope you can attend. Please return the check list attached by **March 9.**

Thanks.

Name:_____ Program:_____

Checklist

___ Do you feel that you understand the intent of the Career Development Project?

How important do you see career development for students?

(very) 5 4 3 2 1 (not very)

___ Do you feel this project relates well to the mission of the college?

___ Do you think this project will benefit your program?

What three competencies are most important to your program? (See Competencies attached.)

1) _____ 2) _____ 3) _____

I will ___ will not ___ be able to attend the focus group.

Please return to Barbara Andrews, TE 306 by March 11. Thank you.

Focus Group Agenda

March 14, 1990

11:30-1:30 Kratt 300

11:30-12:15 Welcome and Lunch (By Ludie's)

12:15-12:30 Jenny Tolson--1st Job Cathy Jones--Skills to get a job

12:30-12:40 Debbie Templeman--The Competencies

12:40-12:55 Break-Out

In what specific ways do you work with students to instill the competencies? (ex. have students go through decision making exercises, values clarification, fill our career planning forms, go through CHOICES, etc)

Give examples of your own activities or counseling techniques.

12:55-1:07 Share group results.
Winston Edmonds
Sara Graham
Mitch Hagler
Betty Williams

1:07-1:15 Write down what kinds of problems or barriers for students that you think keep them from attaining high levels of competency for career development.

1:15-1:25 Write down ideas compatible with your own program that you think could be incorporated into the model which would provide students with a higher level of competency.

1:25-1:30 Do you think the career development model can benefit students in your program?

Career Development Focus Group
Student Development Questionnaire

March 14, 1990

In what specific ways do you work with students to instill the competencies? (ex. have students go through decision making exercises, values clarification, career planning forms, use CHOICES or SIGI-Plus, etc.) Give examples of your own activities or counseling techniques.

Write down what kinds of problems or barriers for students that you think keep them from attaining high levels of competencies or skills that are necessary for successful career development.

Write down ideas compatible with your own program that you think could be incorporated into the model which would provide students with a higher level of competency.

Do you think the career development model can benefit students in your program?

Please give comments or suggestions that would improve the way in which the focus group was conducted.

Thanks!. Please return to Barbara Andrews, Student Development, TE 306.

Name (optional): _____

Focus Group for Faculty

INVITATION

To: Focus Group Participants

By: Barbara Andrews

Date: March 30, 1990

Re: Focus Group

Last year CPCC was awarded a grant from an organization known as NOICC (National Occupation Information Coordinating Committee) and the Department of Community Colleges to develop a model for Career Development. NOICC is a federally supported organization whose goals are to promote career development at all levels of education.

NOICC has developed a set of competencies (attached) and guidelines for career development and has awarded grants to businesses and educational institutions in an effort to provide more people with better skills and resources to meet the demands of our changing society.

A committee has been formed to develop a comprehensive model here at CPCC. It is called CPCCD (Committee for Planning Comprehensive Career Development). Our approach is to first look at all the resources we now have and determine the extent to which they now include the competencies in some related way. The idea is to eventually infuse career development throughout or superimpose it upon existing programs to a greater degree.

We are now ready to look at the relationship between career development and the instructional area. You have been asked to participate in a focus group to explore this idea. We are looking forward to your presence on **Wednesday, April 4, 11:30-1:30 in TE 500** and the input you will provide for the project. We hope you will enjoy the lunch that will be provided.

Before you come, would please look over the competencies attached and answer the questions that accompany them. Please bring both (the competencies and the questionnaire) with you when you come for the focus group.

Focus Group Questions

Please answer the following questions pertaining to the competencies and bring this and the competencies with you for the focus group.

1. How important is it for students to acquire competencies for career development?

   Very Important Not Very Important

   5 4 3 2 1

2. Choose five competencies which are most important for our students to acquire.

   I. _____ II. _____ III. _____ IV. _____ V. _____

3. Which three competencies most closely relate to instruction?

   I_____ II. _____ III. _____

4. Do you agree with the following statement?

   Many skills, other than those specifically related to learning the discipline, are acquired in the classroom

   yes ___ no ___

5. List three or four skills students acquire in the classroom other than the discipline itself.

Career Development Focus Group

April 4, 1990

11:45-12:15	First Job (Ice Breaker)	Jenny Tolson
12:15-12:25	The Competencies	Jack Cozean
12:25-12:35	Job Skills Acquired from the Classroom	Mitchell Hagler
12:35-12:45	Career Development Project	Barbara Andrews
12:45-1:15	Break-Out Sessions	Jack Cozean Winston Edmonds Mitchell Hagler Debbie Templeman Betty Williams
1:15-1:30	Sharing Ideas	

Career Development Focus Group

Instruction April 4, 1990

Give specific examples of things you do in the classroom or in the program in general which probably do provide students with some of the career development competencies? (ex. have students go through decision making exercises, talk about careers, require papers that require research in careers, etc.)

Write down what kinds of problems or barriers for students that you think keep them from attaining high levels of competency for career development here at CPCC.

Write down ideas compatible with your own program or classes that you think could be incorporated into the model which would provide students with a higher level of competency.

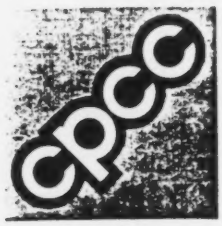
How do you think the career development model can benefit students in your program?

Please give comments or suggestions that would improve the way in which the focus group was conducted.

Thanks!! Please return to Barbara Andrews.

Name (optional) _____

Focus Group for Students



April 30, 1990

CENTRAL
PIEDMONT
COMMUNITY
COLLEGE

P.O. Box 35009
Charlotte, North Carolina
28235
704/342-6633

Dear Student:

You are a student here at CPCC. Taking courses? Why? Most likely the answer is "To find a job" or "To start a new career."

What does it take to find a job? What skills do you need? Where do you get those skills? Should career development be a part of your education? These are questions that will be discussed at a focus group to which you are invited. We hope you will come because we would really appreciate your input

The Focus Group is May 9, 12:30 to 2:30 (pizza and drinks are included for lunch) in Citizens Center 220. Please return the enclosed checklist to let us know if you can come or not. Even if you cannot come, it will be helpful to us if you will answer the checklist. Please mail by May 4. Thank you.

Sincerely,

Barbara Andrews
Coordinator of Career Development

Equal Opportunity
Affirmative Action Institution

Student Questionnaire

Name: _____

Please answer the following questions whether you can attend or not and return in the enclosed envelope by May 4. We would really appreciate your help.

Have you learned skills you need to find a job?

yes _____ no _____

yes - 79% no - 21% no response - 0%

If yes, have you learned those skills while being a student at CPCC?

yes _____ no _____

yes - 58% no - 26% no response - 16%

Have you learned to write resumes and fill out job applications?

yes _____ no _____

yes - 58% no - 31% no response - 11%

Have you ever changed jobs?

yes _____ no _____

yes - 89% no - 11% no response - 0%

Do you understand how the needs and functions of society influence the job market?

yes _____ no _____

yes - 100% no - 0% no response - 0%

Do you think that learning career development skills should be avail- able as a part of your education at CPCC?

yes _____ no _____

yes - 100% no - 0% no response - 0%

Have you ever used the Student Employment and Career Planning Center in Garinger?

yes _____ no _____

yes - 5% no - 95% no response - 0%

Planning Retreat for Student Development

/

INVITATION

To: _____

From: Barbara Andrews, Chair CPCCD

Date: May 29, 1990

Re: Retreat for Planning Career Development Model

You may have been involved already in the initial work of the CPCCD (Committee for Planning Comprehensive Career Development) by responding to a questionnaire about your program or service and/or by attending a focus group held in March where you heard more about the grant we have to develop a model for career development.

Now we are ready to have a retreat to start planning the actual model. It will be held on **June 11 at the Morehead Inn** (1122 East Morehead St./376-3357) Coffee and danish will be served from 8:30-9:00, we will work until 12:00 when lunch will be provided, and then work until around 3:00 in the afternoon. We would like very much to have you join us for this important event. Please respond by June 6 noon if you can come.

Attached are the competencies developed by NOICC that you have probably already seen, questions that we used at the focus group held in March. (If you have not answered those questions for us, would you please take time to do that even if you cannot come to the retreat? Please send them to Barbara Andrews.) Also attached is a format that we will be using for the planning which relates closely with the agenda we will most likely follow for the retreat.

We hope you can come!!

Planning Retreat for Career Development Model

Student Development Component

The outline below shows our direction. The goals of the retreat are to address I. Benefits and Goals of the Model and II. The Model. If there is time, we may be able to explore III. Strategies for Implementation. Eventually, evaluating effectiveness of the program will need to be addressed.

I. Benefits and Goals of the Model

1. What will be the benefits for students by having a comprehensive career development plan?
2. What will be the benefits to CPCC?
3. What are the basic goals of the model?
4. Should we focus on only a few of the competencies as our goal for all curriculum students who are here to complete a program? Or should each individual program decide on 2 or 3 of the competencies as a career development goal for students which relate most closely to the goals of the program?

II. The Model

1. What services and/or courses should we have to more directly provide students with career development skills?
2. What kind of things are done or could be done in each program or service that would provide students with needed career development skills and meet the goals of the model? (Let's have a laundry list.)
3. Are there any competencies common to all programs or services that we would want all students in those programs to demonstrate?
4. Is it possible for each program to target two or three competencies that are compatible with the goals of the program itself and incorporate that formally into the program?
5. Look at your own specific program. What competencies relate best as a goal for your program?
6. What could be done do ensure that all students in your program have those competencies?

III. Strategies for Implementation

1. What strategies can we use to enable students to take advantage of such services and/or courses we have identified for our model?

2. How can we gain widespread support for implementing strategies to infuse career development into our programs/services? (Remember that the intent is to do this without intruding on the primary purpose of the class, but to accomplish career development competencies while fulfilling our purpose.)

3. What are ways that instructors can work more closely with student services and vice versa so that students will have full advantage of all that we offer students?

IV. Effectiveness

1. How should we evaluate whether students have career development skills that they need?

2. How should we determine the effectiveness of our model?

CPCCD Planning Retreat Summary

June 11, 1990 Student Development

Retreat Format:

Planning Retreat

I. Introduction 9:00 - 9:30

II. Brainstorm Benefits to students/CPCC 9:30 - 9:45

III. Competencies 9:45 - 10:00
Pick out 3 which relate most closely to classroom
Pick out 3 which relate most closely to program

Break 10:00 - 10:15

IV. Goals of the model - can we answer this?
BREAK OUT

10:15 - 10:30
Do all students need the same thing?
Should students be required to take career development courses?
Should our goal be to simply provide an opportunity?
At what level should career development skills be delivered?
(Should we concentrate on the classroom, should we concentrate on the programs, should there be an institutional focus?)

Quick 5 - minute break

Share goals 10:45 - 11:00

V. The Model 11:00 - 12:00

BREAK OUT 3 questions

Lunch 12:00 -1:00

Share ideas from break outs 1:00 - 2:00

Q1.
Q2.
Q3.

VI. Go back to benefits - Any more?

VII. Barriers to students [Focus Group]
Have they all been identified?
Have they been addressed in the model?

Feedback from Brainstorming and Discussion Sessions

Benefits:

A. **Students**
- More coherent way of providing information to students about various careers
- Responding to students' needs; they are asking for career development
- Provide students with a focus toward career development
- More services for reentry (nontraditional) students
- Retraining and reassessing of present skills
- Need another level of career guidance
- Need to be more sophisticated in our career development
- With more and more diversity all the time, students need more help with assessment and decision making
- Rebuilding self-esteem
- Out-reach program for businesses that are closing
- College transfer (exposure to career possibilities with 2-year and 4-year degrees)
- Advisement from entry through graduation
- Better understanding of strengths and weaknesses so that a better match between jobs and their own interest and abilities are achieved
- Clear and concise understanding of options
- Program declaration (a need for searching, interest, goals, ...)
- Career counseling for those currently in programs (the ability to change programs by having choices readily available)
- Better assessment of skills, interests, and abilities
  - wider range of instruments
  - placement tests
  - assessment and interest tests
  - proper usage of instruments
- Better way of dealing with problems due to more flux in types of students and job changes in a mobile society
- More instability in work force means lower self-esteem
- Need more realistic understanding of "transfer" and of jobs
- Exposed to more jobs and occupations and careers
- Not just undecided students will benefit from career counseling but all students in all programs which will reaffirm their choices

B. **CPCC**
- Improve retention and enrollment
- An increase in the efficiency of the system
- More satisfied "customers"--students and business community
- Alumni support
- Improvement in college transfer rate (follow-up)
- Reputation of school

- Graduates more mature and directed
- Increase of faculty and staff's knowledge
- More fully completing the mission of the institution
- Increase professionalism of faculty and staff
- A system to keep up with the current trends for program development to meet job needs for students and the community
- Greater involvement of professional and business organizations
- Better relationship with representatives from business and industry

Competencies:

[a program breakdown of the top competencies that best suited their goals]

Limited English	VI, VII, VII, IV
Student Support	I, II, IV
Talent Search	I, III, IX
Learning Disabled	II, IV, IX
Counseling (Program)	IV, VI, XI
Job Placement	V, VII, X
Arts/Science	I, VII, IX
Advisement	IV, VI, IX
Career Counseling	I, VI, IX
Job Location (part-time)	VII, VI, II
Disabled	I, IV, XII
Hearing Impaired	I, VIII, IX
Sex Equity	VII, VIII, XI
Single Parents	I, II, X
Adult Employment	IV, V, VI
Resource Center	
Learning Disabled	I, II, VII

[frequency chart of the competencies as prioritized by programs]

I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
8	5	1	7	2	6	7	1	6	2	2	2

Goals:

- Workshops for career development skills (resume writing, interviewing, etc.)
- More interviewing (on campus)
- Dedicate space for interviewing (on campus)
- More use of job search services
- Wider range of materials for testing
- More testing in Testing Center
- Acquiring special career development tools for students with disabilities
- More activities programs for students with special needs

Planning Retreat for Faculty

INVITATION

To: _____

From: Barbara Andrews
Date: May 18, 1990

Re: Retreat on Career Development for Students

In April you were invited and may have participated in a focus group where you learned that CPCC had received a grant from the Department of Community Colleges to design a comprehensive career development model. You are now being invited to participate in a planning retreat where we hope to actually plan the "Instruction Piece" of the model. Why is it important for faculty to be involved?

A few weeks ago, students were also invited to a focus group to gather information from them about their needs for career development. In a survey prior to the focus group, 100% of the respondents said that they thought that learning career development skills should be part of their education at CPCC, but only 5% had ever gone to the Student Employment and Career Center.

At the focus group, students said that they were getting information about careers and jobs in their classes, and that if they had questions about career decisions, they would go to their instructors. They also said that some courses and activities in certain classes gave them important tools such as self-confidence, assertiveness, time management, skills to talk to people, etc. It is clear that students are learning many career development skills from their classes in addition to knowledge and skills to do the actual job. You can see the value and necessity of involving faculty in developing this model.

Will developing a model enable us to provide consistency in the way that students acquire career development skills so that it is not left to chance? The model we develop must address this question and others. Enclosed is a set of questions that will give you an idea of the approach we will take. Also included is copy of the competencies that you may still have. (You may remember that these are the competencies that were developed by NOICC, the other organization sponsoring a portion of the grant.)

Please come for the day on ?June 5 at the Morehead Inn? We will start with with coffee and pastry 8:30-9:00, work until noon when lunch will be provided, then work until around 3:00. This is a good day for faculty because there are no classes, but I realize that registration could be a conflict. Especially if you cannot come but even if you can and know of someone else interested who could come please pass along the information. Please call (6302) by noon on Friday, May 25, (graduation is a 1:00), so that I can make final arrangements with the Morehead Inn. I hope you can come!!! Thanks.

Planning Retreat for Career Development Model
Instruction Component

The outline below shows our direction. The goals of the retreat are to address I. Benefits and Goals of the Model and II. The Model. If there is time, we may be able to explore III. Strategies for Implementation. Eventually, evaluating effectiveness of the program will need to be addressed.

I. Benefits and Goals of the Model

1. What will be the benefits for students by having a comprehensive career development plan?
2. What will be the benefits to CPCC?
3. What are the basic goals of the model?
4. Should we focus on only a few of the competencies as our goal for all curriculum students who are here to complete a program? Or should each individual program decide on 2 or 3 of the competencies as a career development goal for students which relate most closely to the goals of the program?

II. The Model

1. What services and/or courses should we have to more directly provide students with career development skills?
2. What kind of things are done or could be done in the classroom that would provide students with needed career development skills and meet the goals of the model? (Let's have a laundry list.)
3. What kinds of things are done or could be done in programs that meet the career development goals of the program?

III. Strategies for Implementation

1. What strategies can we use to enable students to take advantage of such services and/or courses we have identified for our model?
2. How can we gain widespread support for implementing strategies to infuse career development into our classes? (Remember that the intent is to do this without intruding on the primary purpose of the class, but to accomplish career development competencies while fulfilling our purpose.)
3. Likewise how can we gain support for implementation of our model that have implication for programs. (For example, can existing advisory boards for programs become involved in this effort?)

4. What are ways that instructors can work more closely with student services and vice versa so that students will have full advantage of all that we offer students?

IV. Effectiveness

1. How should we evaluate whether students have career development skills that they need?

2. How should we determine the effectiveness of our model?

Summary of CPCCD Planning Retreat

June 5, 1990 Instruction

Retreat Format:

Planning Retreat

I. Introduction 9:00 - 9:30

II. Brainstorm Benefits to students/CPCC 9:30 - 9:45

III. Competencies 9:45 - 10:00
Pick out 3 which relate most closely to classroom
Pick out 3 which relate most closely to program

Break 10:00 - 10:15

IV. Goals of the model - can we answer this?
BREAK OUT

10:15 - 10:30
Do all students need the same thing?
Should students be required to take a career development course?
Should our goal be to simply provide an opportunity?
At what level should career development skills be delivered? (Should we concentrate on the classroom, should we concentrate on the programs, should there be an institutional focus?)

Quick 5 - minute break

Share goals 10:45 - 11:00

V. The Model 11:00 - 12:00

BREAK OUT 3 questions

Lunch 12:00 - 1:00

Share ideas from break outs 1:00 - 2:00

Q1.
Q2.
Q3.

VI. Go back to benefits - Any more?

VII. Barriers to students [Focus Group]
Have they all been identified?
Have they been addressed in the model?

Feedback from Brainstorming and Discussion Sessions

Benefits:

A. Students
- Greater awareness of college services
- Knowledge base of career opportunities
- Help setting individual career directions
- Gain a sense of importance about goal setting and success
- Integration of career development with academic environment
- Additional skills in their educational program
- Knowledge and skills to find, change, and keep a job
- Understanding of work ethics
- More motivation for students to complete their goals
- Opportunity for mentoring relationships to develop
- More camaraderie with fellow students and greater sense of belonging to the institution

B. CPCC
- Improve retention
- Improve community relations
- Enthusiastic alumni
- Better completion rates
- Increase enrollment
- Better package of courses
- Marketing
- Communication with students

C. Community
- Serving needs of businesses by providing students with skills they need

Program Goals:
- Provide career development within the programs
- Satisfy immediate, short and long terms educational/career needs of individuals
- Provide individuals with required/desired guidance to succeed
- Aim individual in appropriate career direction
- Satisfy individuals forecast future career needs (long-term objectives)
- Envision a model for a Career Development Course required in all Programs:
  - Institutional Component for "common denominators"
  - Course at program level (introductory, seminar, orientation)
- Have as a function of the career center to serve the programs by providing career information related specifically to their programs
- To provide career development activities within the programs
- Have students master all competencies
- Have and effective orientations into each program
- Assign goals into individual areas of responsibility within the college
- Emphasize career development in general in the program and in the classroom:
  - provide information on specific career opportunities
  - emphasize goal setting
  - establish camaraderie and mentoring relationships

- instill work ethics
- encourage completion of goals
- infuse career development in classroom
- explanations and assignments

Career development courses

- Find common denominators for all career development courses
  - Meeting with administrators
  - Explanation of roles of counselors and advisors
  - Explanation of resources and services available
  - Interpretation of catalog
  - Exposure to student activities; explain activity fees
  - Backups for students who miss general meetings: videos and telecourses
- Institutionalize career development course which includes the following elements:
  - awareness of college services
  - knowledge of career opportunities
  - individualized career directions
  - goal setting
  - additional skills for students
  - work ethics

Specific things that can be done in programs and classes:

A. Program specific:
- field trips
- speakers - professionals
- former students invited back
- staff development for instructors in career planning
- suggestions from advisory committees
- career planning incorporated in advising
- provide career information to instructors
- student seminars (clubs and organizations - organized)
- encourage students to belong and participate in professional organizations and meetings
- encourage students to subscribe to professional publications or read those in the library
- emphasis on career planning in program activities
- flexibility for programs that are restricted - need to look at existing courses and incorporate a career development component
  - subscribe to professional journals and make them accessible to students
- put things in the Communicator to raise awareness of importance of career development

B. Classroom specific:
- College Transfer - What "_____" majors do?
- "Real world writing;" go to businesses and get a sample of the kinds of things they actually have to write
- Have instructors talk about careers related to their discipline
- Help students understand the relationship of what they are learning and the job

- Make students aware of the fact that the jobs are changing rapidly and that they will have to continue to renew their skills (lifelong learning)
- Have students go to seminars and join organizations
- Make students aware of the types of jobs that have evolved from the discipline (e.g. what kinds of jobs can be done by English majors or History majors)
- Make students aware that certain personality types are better suited for certain jobs
- Require writing in the class relating the subject to jobs
- Do role playing to enhance skills, such as job interviewing skills
- Assign group projects related to career development or jobs
- Provide opportunities to develop speaking and writing skills
- Assign a paper about desired career (library assignment)
- Have students interview someone in their desired career field
- Help students make the connection with the class and work (e.g. How do you use math in your desired career?)
- Invite guest speakers
- Relate course objectives to career objectives
- Encourage a helping relationship with students

Implementing a career development program:

- Emphasize career planning for students
- Administration should provide some release time for developing courses
- Form a group to develop programs
- Expand the role of the career center to regularly provide career information for programs and instructors
  - weekly - small suggestions in Communicator
  - send out materials for programs
  - must be a commitment to clarity of information, not a barrage of material that is hard to decipher
- Provide seminars at fall conference
- Provide Staff Development

Ideas for the Model:

- Recommendation that every program develop an orientation course with a career development component (students could develop a career plan as part of the course)
- Recommend expanding career center
  - more resources
  - more counselors
  - more hours available, especially evening
  - more interaction with community especially with CMSS (focus particularly on high school and plan activities for encouraging students to come to career center)
- Recommend staff development activities
  - expand staff development to provide faculty and staff with a greater sense of awareness of their connections with career development
- Provide ICDM workshop for faculty and staff
- Develop a career planning form that could be used for students with counselors, advisors, and in orientation courses)

Competencies:
[a display of the frequency responses to the most important competencies]

A. Classroom

I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
6	5	0	4	2	8	2	2	6	2	2	0

B. Programs

I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1	1	2	3	7	2	9	1	3	0	0	11

Example of Individual Career Plan (NOICC)

INDIVIDUAL CAREER PLAN FORM

Postsecondary Level

This activity suggests a technique to help staff monitor and strengthen individual achievement of the career development competencies and to assist in developing an employment and training plan.

Instructions

1. It is recommended that an Individual Career Plan be maintained as long as the individual is associated with the organization.
2. The counselor or counselors to whom an individual is assigned will be responsible for meeting with that person to develop, review, revise and implement the plan.
3. As product evaluation is completed, an individual profile of individual attainment of the standards will be added to the plan.

Name_____
Last First Middle

Institution_____

I. Factors to Consider:

A. Personal Goals

_____

_____

B. Desired Life Style

_____

_____

C. Characteristics associated with my career choice that will help me in achieving the life style described above.

1. _____

2. _____

D. Is my career choice consistent with my personal goals? Why?

_____

_____

Individual Career Plan Form-Cont'd

II. Interests and Abilities

A. Does my career choice require that I use skills or abilities related to my interests? How?

_____

_____

_____

B. Does my career choice require that I possess specific capabilities? What are those skills, behaviors, attitudes, or knowledge areas required by my chosen career?

_____

_____

_____

III. Job Characteristics to Consider about My Career Choice:

_____

(Position Desired)

A. What special training or qualifications are required to enter my chosen career field?

1. _____

2. _____

3. _____

B. Where would I go to get the training to enter my chosen career field?

_____

_____

C. What about the training required to enter my career field?

1. How long will it take?_____
2. Are there places where I can get financial assistance?_____
3. Where can I go for help?_____

Individual Career Plan Form-Cont'd

IV. What is the expected demand for workers in my chosen field?

_____

V. Other jobs that I could qualify for with the same skills:

A. Three other positions for which I would qualify if I possessed all of the skills needed and related to my career choice:

1. _____

2. _____

3. _____

B. Two jobs I could do while I wait for openings related to my career field:

1. _____

2. _____

VI. Where and how I will seek information regarding openings in my career field:

A. _____

B. _____

C. _____

D. _____

VII. What can I do now to prepare:

A. Experience I can obtain:

1. _____

2. _____

B. Courses I can take:

1. _____

2. _____

3. _____

Individual Career Plan Form-Cont'd

VIII. To reach my career goal(s), I have fully achieved the following career development competencies and demonstrated performance on all identified indicators: (Write in month and year when fully achieved.)

COMPETENCY	DATE
Skills to maintain a positive self-concept.	_____
Skills to maintain effective behaviors.	_____
Understanding developmental changes and transitions.	_____
Skills to enter and participate in education and training.	_____
Skills to participate in work and lifelong learning.	_____
Skills to locate, evaluate, and interpret career information.	_____
Skills to prepare to seek, obtain, maintain, and change jobs.	_____
Understanding how the needs and functions of society influence the nature and structure of work.	_____
Skills to make decisions.	_____
Understanding the impact of work on individual and family life.	_____
Understanding the continuing changes in male/female roles.	_____
Skills to make career transitions.	_____

Appendix E

Implementation

- Administrative Approval
- Support Provided
  - Resources
  - Responsibilities clearly assigned
  - Leadership provided
  - Staff Development
  - Additional Funding
- Integration into Programs
  - Student Development Programs and Services
  - Incorporated into General Curriculum; adopted by General Education Committee
- Assessment
  - Assessment of the effectiveness of career development through institutional research (graduate surveys, surveys of businesses)
  - Assessment of the career development component in programs and services (including curriculum programs)
  - Assessment of students to determine career development skills

Administrative Support

Support and leadership for the career development project at Central Piedmont has been provided from within the Student Development area which resides under Student, Staff, and Organizational Development (SSOD). This past year, 1990-91, was a transition year for SSOD with the appointment of a new Vice President. While a slowing down period is always expected when leadership changes occur, the new Vice President clearly placed career development as a high priority on the agenda. It has has also been given a prominent position in the reorganization plan for Student Development. In addition the Vice President for Education has expressed the desire to put the career development issue on the agenda of the General Education Committee which will be looking at the important elements that must be addressed in the core curriculum. This kind of administrative support indicates the commitment within the institution and paves the way for establishing a comprehensive program.

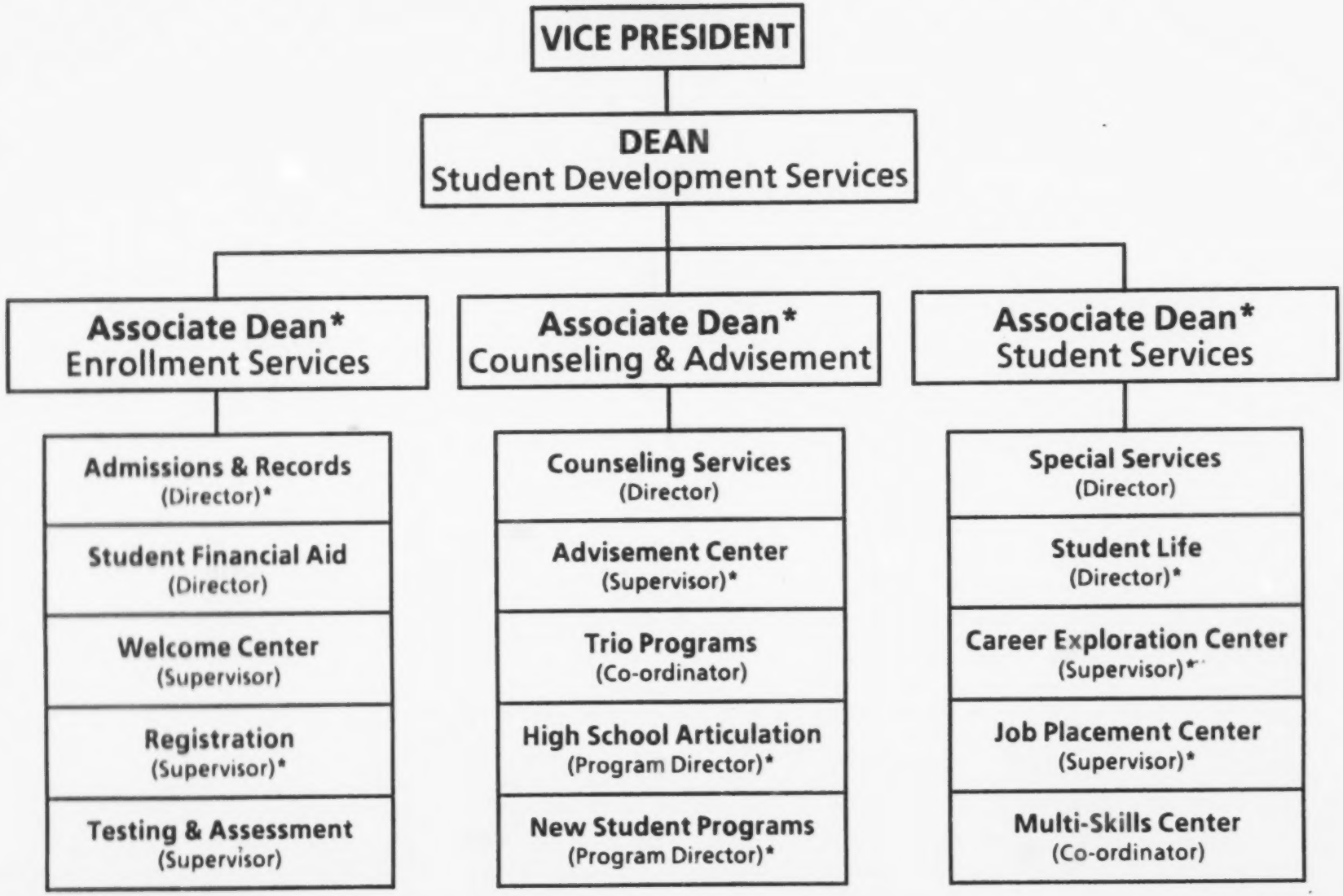
Implementation

In conjunction with the implementation of the reorganization of Student Development, CPCC has plans for new facilities which will include relocation and expansion of the career center. This will take time over the next several years. In the

meantime, a career development committee has designed career development seminars which were begun in the Spring and a course which will be offered in the Fall. Also a Networking Committee was formed to integrate ideas and efforts that are currently taking place and an attempt will be made to combine efforts wherever possible to eliminate unnecessary duplication. It is intended that this will be a permanent committee that will meet periodically.

Assessment
Some work has already been done to include elements in the student survey, to be given annually, that will provide some information about career development. As various pieces of our program are implemented, plans for assessment will be included. This is expected of all programs in every area of the college as part of the Institution Effectiveness Plan that has been adopted at CPCC.

ORGANIZATIONAL CHART
Student Development Services Group
PHASE II



*New or Re-designed Positions

Examples of Newly Implemented Career Development Efforts

CENTRAL PIEDMONT COMMUNITY COLLEGE

Career Self-Directed Search Seminar

WHAT: A four-day seminar about your career choices

WHO: For CPCC students

WHEN: Monday - Thursdays - 11:30 a.m.-1 p.m.
Session 1: March 18-21
Session 2: April 15-18
Session 3: May 13-16

WHERE: Student Life Center Conference Room, Van Every Building, Room 103

COST: Free

Students:

- confused about how to begin to plan a career?
- uncertain how your interests, values and abilities affect career decisions?
- unsure about where to find accurate data about careers with a future?

Then sign-up for the
Career Self-Directed Search Seminar,
Spring Quarter.

Sponsored by: CPCC Career Center (Garinger 239)
Counseling Department (Terrell, 2nd Floor)

For information
call Betty Williams
342-6463

SELF-DIRECTED SEARCH SEMINAR
(Sponsored by the Career Exploration Center and the Counseling Department)

SEMINAR PROPOSAL:

- Focus seminar activities around John Holland's Self-Directed Search, an assessment booklet used as a guide to educational and vocational planning.
- Target Advancement Studies students, but allow other students to register.
- Limit enrollment to 15 students per seminar.
- Offer the seminar feee of charge, but for no credit.
- Make sign up available in the Drop-In Center and the Career Exploration Center in the Garinger Building - Room 239.

SEMINAR FORMAT:

- Offer the seminar 3 times Spring Quarter (one per month).
- Four 1.5 hour sessions, four days in one week (Monday-Thursday - 11:30am-1:00pm) in the Student Life Conference Room in Van Every Building.
- Use one facilitator/counselor type group leader.

PROPOSED SEMINAR OUTLINE:

Day One:

- Use the first half of the class time to get acquainted. (i.e) discuss concerns regarding career planning. Use small group activities to build interest and commitment in the group and the project. Use the second half of the class to take the Self-Directed Search and score the assessment instrument.

Day Two:

- Use entire class period to discuss the results of the Self-Directed Search. The discussion and class activities would include how to use the Occupations Finder Booklet, the College Major Finder's Booklet, and other commonly used reference materials including the Dictionary of Occupational Titles, the Occupational Outlook Handbook and the Vertical Files in the library. We would also discuss how to find resource people working in a particular field of interest, etc.

Day Three:

- Tour our library and the career center and allow time to do some reading and research in either area. Write a report of findings and be prepared to share this information in session four.

Day Four:

- Share research findings with the group. Set goal(s) for next step(s) in the students career plan.

SEMINAR DATES:

Session 1: March 18 - 21
Session 2: April 15 - 18
Session 3: May 13 - 16

LOCATION:

Student Life Center Conference Room
Van Every Building
Room 203

CENTRAL PIEDMONT COMMUNITY COLLEGE

Career Exploration Course GEN 1201

WHAT: An eleven-week career planning course
WHO: Open to the public
WHEN: Fall Quarter, 1991
WHERE: Section 01 M, W 11:30 a.m. - 12:20 p.m.
Section 02 T, R 8:30 a.m. - 9:20 a.m.
Section 03 T 6:00 p.m. - 8:00 p.m.
CPCC Campus: Building, Room, T.B.A.
COST: Tuition according to current rate per quarter hour of credit, plus testing fees. (test fees less than $20.00)

- Confused about how to begin to plan a career or how to change your current career path?
- Want to learn more about what makes you unique?
- Want to know more about how to apply your special gifts to the world of work?

Then sign up for the Career Exploration Course

Sponsored by: CPCC Career Center
Counseling Department

For details, call
342-6463

CAREER RESOURCES NETWORKING

Tuesday, April 9, 1991

AGENDA

Team Building	Dr. Nicholas Gennett V.P. Student, Staff and Organization Development
Statement of Purpose	Dr. Mel Gay Dean, Student Development Division
CPCC Trivia/Brainteaser	Sara Graham Coordinator, Wider Opportunities for Women
Networking	Sharing of Programs/ Services

LUNCH

Marketing Our Resources	Faye Vogelbacher Marketing & Publications
Wrap Up	Designing the Menu

During the Career Resources Networking Meeting, each person shared information and gave updates on activities, services, workshops, seminars in their perspective areas of responsibility. It was obvious that many of our campus resources were/are being duplicated. With our goals being to alleviate some of the duplicity and to design and develop a comprehensive program of of career/campus resources, the following recommendations were made:

1. Develop a document of available resources.

2. Highlight career courses, seminars, workshops, and campus resources.

3. Public service announcements/news releases for career courses and seminars offerings.

4. Place resource/career course information in VIEW BOOK, REACH.

5. Mail career information flyers to students during mid-term advising period.

6. Upon first student contact to CPCC, issue VIEW BOOK and and campus resources document.

7. Use campus t.v. network and channel 30 to advertise career courses/resources.

8. Staff Development workshops for departments teaching resume writing as a curriculum component. This recommendation was made in an effort to assure that students receive consistent and up-to-date information relative to resume composition.

9. Periodic campus networking meetings (1hr.) each quarter.

ADDITIONAL RECOMMENDATIONS: Winston Edmunds will refer students in his area to take the SELF-DIRECTED SEARCH SEMINARS, facilitated by designated person in Student Development. Sandra Lare will refer students in Co-op to register for the Career Exploration course (Gen 1201) to be taught beginning fall quarter (91).